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A study of the status of support service programs for Black and Hispanic students in the nation's twenty-eight Jesuit colleges and universities.

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A STUDY OF THE STATUS OF SUPPORT SERVICE PROGRAMS FOR BLACK AND HISPANIC STUDENTS IN THE NATION'S TWENTY-EIGHT JESUIT COLLEGES AND UNIVERSITIES

A Dissertation Presented

by

DONALD BROWN

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ABSTRACT

A STUDY OF THE STATUS OF SUPPORT SERVICE PROGRAMS FOR BLACK AND HISPANIC STUDENTS IN THE NATION'S TWENTY-EIGHT JESUIT COLLEGES AND UNIVERSITIES

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The primary purpose of this study was to determine the extent to which support service programs are available for Black and Hispanic students attending the nation's twenty-eight Jesuit colleges and universities. Where programs existed the objective was to describe their makeup. A subsidiary goal of the study was to introduce the Donald Brown Retention Model which is a series of elements that are essential to recruiting and retaining Black and Hispanic students on predominantly White campuses.

The researcher hypothesized that as a result of cutbacks in federal and state funding during the latter part of the 1960's and continuing into the 1970's, Jesuit institutions, like other institutions of higher education, cut back, if not completely eliminated support service programs.

Since the subjects of the study were scattered throughout the country, the data gathering technique deemed most appropriate was a questionnaire. Rather than select a statistical random sampling from

the population, it was determined that all twenty-eight Jesuit colleges and universities would be included in the study.

Among the major findings of the study was the eighteen (69.2 percent) of the twenty-six (92.8 percent) respondents indicated that a support service program had been established for Black and Hispanic students on their campus. The major services provided by these programs are academic advisement, tutorial assistance, personal, group and career counseling. Contrary to the hypothesis alluded to earlier, which suggested that support service programs fell to their demise during the late 1960's and early 1970's due to diminished funding, it was determined that virtually half of such programs did not begin until the 1970's. A further revelation was that funding for these programs, for the most part, came from the institution's themselves.

It appears that Black and Hispanic students are succeeding at Jesuit colleges and universities. Yet, there are areas that can be improved. It is hoped that the Donald Brown Retention Model will prove useful in recruiting and retaining Black and Hispanic students at Jesuit, and indeed, all institutions of higher education.

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INTRODUCTION

General Statement of the Problem

> "A Black male in California is three times more likely to be murdered than to be accepted to the University of California."
>
> Alexander Astin, (1989)

Underrepresentation and high rates of attrition among Black and Hispanic students in higher education are matters of grave concern. So grave that, unless addressed in a substantive way, they may prove catastrophic for the nation.

At the time when there is both a national and global demand for a highly skilled and trained work force, high school dropout rates among Black and Hispanic students hover around forty percent. In some of the larger cities, New York, Los Angeles, Chicago, for example, the dropout rate has on occasion exceeded seventy percent. If these frighteningly high dropout rates are not enough of a problem, the nation is placed at further risk in light of the inordinately high attrition rates among many Black and Hispanic students who do succeed in going on to college. By Astin's (1982) estimate, only forty-two percent of the Black students who enter college continue through to graduation (Sudarkasa, 1988). Beatrice Clewell and Myra Ficklen (1986) corroborate and expand on Astin's estimate by pointing out that attrition among students of color,

in general, has reached unacceptably high proportions. They point out the following:

> "...from 10-40 percent of all students who enter college will drop out before degree completion, but for minorities the proportion is substantially higher particularly in predominantly White institutions" (Astin, 1975; Astin, 1982; Astin & Burciaga, 1982; Cross & Astin, 1981).

In recent months several observers have commented on the depth and far-reaching effects that high school dropout rates, and high rates of attrition at the college level will have on the future well-being of the nation. One of the most insightful commentaries comes from Reginald Wilson, Director of the American Council of Education's Office of Minority Concerns who submits the following:

> "By the year 2000 Blacks and Hispanics will make up 1/3 of the American population. This nation cannot survive as an industrial power if that 1/3 is not educated and employed. It is still a truth that it costs an average of $3,200 a year to educate students in the U.S.A. public schools, while it cost $15,000 to incarcerate that same youth for a year. An aging White population in the year 2000 will depend on 1/3 of the work force to pay its pension benefits, which they can do only if they are working" (R. Wilson, 1986).

If Wilson's sobering commentary is not enough, Harold Hodgkinson (1985), one of the nation's foremost demographers points out that as the year 2000 approaches, the nation will see dramatic increases in its Black and Hispanic populations. This will be occurring at a time when there will be a decline in birth rates among Whites. With respect to projections, Hodgkinson points out that today we are a nation of 238

million persons. Of this number, 26.5 million are African-American and 14.6 million Hispanics. But, by the year 2020, given differential fertility rates and immigration, we will be a nation of 265 million with 47 million Hispanics and 44 million Blacks (Hodgkinson, 1986).

Yet another observer, Beverly Watkins, points out that an increasing birth rate among Black and Hispanics represents a rare opportunity for this nation. She admonishes that, if for no other reason than enlightened self interest, the nation should be concerned with the higher education of Black and Hispanic youth. According to Ms. Watkins, over the next 25 years, given retirements, more than 500,000 faculty vacancies will become available on college campuses. Given the decline in birth rate among Whites and the converse among Blacks and Hispanics, it would make sense to educate the latter two groups to fill these vacancies (Watkins, 1986).

Demographic shifts notwithstanding, the nation faces a problem of enormous proportions. Indeed, when one ponders the nation's current educational fix, one cannot help but lamenting that these problems are in direct contrast to what Hale (1988) described as monumental gains made by Black and other students of color in gaining access to institutions of higher education during the latter part of the 1960's. Hale made the interesting observation that by 1976 Black's had almost achieved parity in higher education insofar as they represented 11 percent of the overall population and 10.8 percent of the enrollments in higher education. On being more specific, Hale pointed out that between 1965-1976 enrollments of Blacks in graduate professional schools tripled. Perhaps more astonishing was that at the undergraduate level

enrollment of Black students quadrupled. The following provides an even clearer sense of what transpired during the eleven year span 1965-1976.

- o law school enrollments rose from 1,600 to 5,000
- o medical school enrollments rose from 3,300 to over 10,000
- o undergraduate enrollments rocketed from 269,000 to 1,062,000 (Hale, 1988).

Over the years a plethora of researchers have recounted the reasons for the unprecedented growth in the number of Black and Hispanic students who enrolled in institutions of higher education during the 1960's. Among these researchers were Carlos Arce and Zelda Gamson (1978) who attributed the increase to an increased social consciousness among Blacks and their allies; a consciousness brought on by the civil rights activism of the 1960's. Harold Cheatham believed that the increases were due, in large part, to far reaching social legislation championed by an empathetic president, Lydon Baines Johnson, who committed the nation's resources to waging a war on poverty when he proclaimed "equality of opportunity and results for Black Americans" in a speech (The Great Society Speech) given at Howard University in 1965. Paramount among the legislation that emerged as a result of President Johnson's remark was the Equal Rights Act of 1964 which prohibited federal funding for institutions which discriminated on the basis of race, and the Title VI of the Civil Rights Act Act of 1965 which authorized funding geared to assisting academically and financially disadvantaged students (Cheatham, 1988).

James Mingle points to the important role that Black students played in increasing the presence of persons of color in higher education. He suggests that the increases were directly attributable to the demands submitted by Black students, to the administrations of predominantly White institutions, particularly after the death of Dr. Martin Luther King in 1968 (Mingle, 1978).

While it is appears that riots in cities across the country; protests by Black students on predominantly White campuses; and a great deal of federal legislation may have ultimately been the deciding factors in opening the doors of scores of predominantly White institutions, it is also clear that, some institutions, largely out of a commitment to issues of equity and social justice, opened their doors under little or no pressure.

Prominent among institutions that pioneered in opening their doors to Black and Hispanic students, were several of the nation's Jesuit colleges and universities.

While the following list is by no means exhaustive, it does provide some sense of Jesuit higher education's early commitment to issue of equity and access. Consider the following: In his letter from Birmingham Jail (1963) Dr. Martin Luther King, Jr. acknowledged Springhill College [a small Jesuit college in Mobile, Alabama] as being the first institution in that State to integrate. Boston College provides another case in point. Consider this: While it is clear that, given pressures from a variety of sources, Black and other AHANA students had begun to arrive on predominantly white campuses in fairly substantial numbers by 1967; it is also true that support service programs, for the most part, were not established on many of these

campuses until after the death of Dr. Martin Luther King Jr. in April 1968. Such was not the case at Boston College. Through the leadership of the then president of Boston College, Rev. Michael P. Walsh, S.J. and the active role assumed by the Jesuit Community, the Negro Talent Search Program [a support service program for 35 Black students] was initiated in February 1968, two months prior to Dr. King's assassination.

Perhaps the best illustration of Jesuit higher education's leadership role in matters of equity and social justice is an event that occurred nearly one hundred years prior to the civil rights bill of 1965. That event was the appointment of Rev. Patrick F. Healey, S.J. to the position of president of Georgetown University in 1874. Not only was Father Healey distinguished for having served as one of the presidents of the oldest catholic university in the United States, but he gained distinction for another reason. He was the first Black person to serve as the president of any predominantly White college or university in the United States. Father Healey's tenure at Georgetown spanned the years 1874-1882 (Bennett, 1982).

Specific Statement of the Problem

The gains of the past notwithstanding, the fact remains that access and equity in higher education are realities that continue to elude far too many Black and Hispanic students. Having said this, the primary purpose of this study will be to determine the extent to which support service programs are available for Black and Hispanic students, particularly those who are at an educational disadvantage, attending the nation's 28 Jesuit colleges and universities. The writer hypothesizes

that given a diminution in federal and state funding some Jesuit institutions, like other predominantly White institutions, have either cut back or completely eliminated support service programs. Be that as it may, where programs exist, the study will seek answers to the following questions:

- What events or circumstances led to the formation of support service programs at Jesuit colleges and universities?
- What are the characteristics of support service programs at Jesuit institutions?
- What, if any, future trends seem to be, affecting the direction of support service programs on the nation's 28 Jesuit campuses?
- Are Black and Hispanic students succeeding at Jesuit institutions? Is the success reflected in retention and graduation rates?

A subsidiary goal of this dissertation will be the introduction of the Brown Retention Model, a series of elements that are essential to programmatic efforts aimed at recruiting and retaining Black and Hispanic students in higher education. It is my hope that these elements will be especially helpful to those Jesuit institutions that have been comtemplating the establishment of a support service program.

Definition of Terms

The following glossary of terms has been developed to insure the readers understanding of the way in which terms are being used in this study.

AHANA - Periodically used in the study, the term AHANA is an acronym for African-American, Hispanic, Asian and Native American. Established at

Boston College in 1979, AHANA replaces the term minority which has come to have certain perjorative implications in some contexts.

Hispanic - In this study, Hispanic students refers to diverse groups of U.S. citizens of Mexican, Puerto Rican, Central and South American and Spanish descent.

Retention Rate - For purposes of this study the retention rate seeks to answer the following question: Of those students who are enrolled in an institution of higher education at the beginning of an academic year, how many remain at the close of the year?

Graduation Rate - In this study, the graduation rate refers to the percentage of students, in any given class, who earn their bachelors degrees within a five-year period.

Jesuits - Pertaining to the Roman Catholic priests who comprise the Society of Jesus. The Jesuit order was founded by Saint Ignatius Loyola, a Spanish soldier and priest, in 1534.

Jesuit Higher Education - Pertains to 28 colleges and universities in the United States established and overseen by Jesuit priests who are members of the Society of Jesus. With the first Jesuit institution, Georgetown Academy (later Georgetown University) having been established in 1789, Jesuit higher education recently celebrated two hundred years of higher education in the United States.

Limitations & Delimitations of the Study

A major limitation of this study will be that the number of post-secondary institutions to be investigated are relatively few in number. Indeed, the singular focus will be on the twenty-eight colleges and universities that constitute the Association of Jesuit Colleges and Universities. A delimitation of this study will be that its focal point will be Black and Hispanic students. This is being done with a full appreciation that other students of color, e.g. Asian and Native American all too frequently experience difficulty in the areas of access and equity in higher education. Yet, as demographer Harold Hodgkinson points out, the future well being of this nation may very well depend on the extent to which Blacks and Hispanics are educated. It seem justifiable therefore to restrict the investigation to these two groups.

Still another delimitation of this study will be that no attempt will be made to evaluate the services provided to Black and Hispanic students on Jesuit campuses. While the urge to assess effectiveness will be present, the thrust of the study will be on determining if programs exist and, if so, describing their nature and status. As has been mentioned, however, a model will be proposed that may be useful to predominantly White colleges and universities contemplating setting up a support service program.

Significance of the Study

There are several benefits of the study: the results will provide reliable, substantive and current information regarding the status of support programs for Black and Hispanic students attending Jesuit institutions. The study will provide those Jesuit college presidents,

boards of trustees and other institutional policy makers, who may be ambivalent about launching academic support programs, with the impetus necessary to do so. Also, the results of the study should provide directors of support programs, both in and outside of Jesuit institutions, with insight into the kinds of services that appear to be effective in retaining Black and Hispanic students. Examples of some of these services are the following: tutorials, academic advisement, personal, group and career counseling, and academic performance monitoring. Furthermore, the results should be helpful to Black and Hispanic high school students, their parents, guidance counselors, and teachers who want to know if a particular Jesuit institution provides support services and, if so, what those services are.

This study is especially significant for another reason. Jesuit higher education in the United States is celebrating its bicentennial this year, 1989. Given a long history of ensuring a quality education to anyone who enter their doors, it is both fitting and appropriate to examine the extent to which support service programs have been established to respond to the educational needs of the 23,000 Black and Hispanic students who attend Jesuit institutions.

Organization of the Dissertation

Chapter Two of the study includes a review of the literature which examines barriers experienced by Black and Hispanic students at every level of the educational pipeline. The methodology of the study is discussed in Chapter Three. Data which were collected are reported and analyzed in Chapter Four, and Chapter Five contains a summary, conclusions and recommendations derived from the study. A sixth

chapter, which is an epilogue, has been added to the dissertation. Its purpose is to detail the heretofore referred to Brown Retention Model.

CHAPTER 2

REVIEW OF THE LITERATURE

A disproportionate number of Black and Hispanic students are lost at every level of education. The resulting effect is a dearth in presence at the undergraduate level. These students are being lost for a multiplicity of reasons. Premier among these seem to be: inadequate preparation at the elementary and secondary level; the student's ability to afford college; the student's unique cultural background; and, the poor racial climate that exists on many predominantly White college and university campuses.

Having said this, the goal of this review of literature is to explore in depth the variables that seem to contribute to the underrepresentation of Black and Hispanic students in higher education. The review is essentially divided into three sections. Part one examines the causes of attrition among all students enrolled in higher education. Part two examines the causes of underrepresentation and attrition among Black students, and Part three, the causes of underrepresentation and attrition among Hispanic students.

Causes of Attrition Among All Students in Higher Education

From the earliest studies of retention, up to the present juncture, researchers have sought to pinpoint reasons why students drop out of college. Noel (1985) suggests that it is nearly impossible to identify specific reasons why students leave, because dropping out is always the result of a combination of factors. However, in a relatively recent study conducted at 944 institutions over a ten year period, Noel

and Levitz (1985) identified what they believe to be some of the major causes of attrition among all college students. Among them are the following: academic underpreparedness, transitional/adjustment problems, academic boredom and uncertainty about what to study, limited and/or unrealistic expectations of college and incompatibility and irrelevancy (Noel, Levitz, and Saluri, 1985).

To a large extent, the factors isolated by Noel and Levitz are similar to those identified by earlier researchers. Illustrative of this point is the work of Pantages and Creedon (1978) who conducted over one hundred retention studies between 1950-1975; and who identified the following as major causes of attrition: academic concerns, financial difficulties, motivational problems, personal considerations, dissatisfaction with college, military service and taking a full-time job. Given the frequency with which Noel and Levitz work is referenced, coupled with the fact that the variables cited by them resurface time and again in the literature, an illumination of their themes are in order, hence the purpose of this subsection.

Noel and Levitz and scores of other researchers believe that one of the major causes of attrition among college students is inadequate academic preparation. Far too many students are simply not being provided with the academic tools at the high school level necessary for success in college. In connection with this point Nettles, Gossman, Thoeny and Dandridge (1985) found that the most significant predictors of success in college for all students are past academic achievement as reflected in high school grades, SAT scores, and the nature of the curriculum in which the student was enrolled while in high school, e.g., college preparatory vs. vocational studies.

Rouche, Baker and Rouche's investigation (1984) provides some insight into why some college students might have a difficult time negotiating a rigorous college curriculum. They point out that while the average high school student is graduating with a B average, all too often that same student leaves school reading at the eighth grade level (Noel *et al.*, 1985). Once in college, the problem of not having solid academic skills is further complicated when the student does not have the proper knowledge of the amount of time required to complete a rigorous college assignment or the proper study habits or techniques required to exact as much as possible from said assignments. The consequences of having neither of these attributes all too frequently result in an involuntary dismissal from college. In support of the foregoing, Demetroff's (1974) research on dropouts revealed that they frequently characterized their study habits as poor or below average when compared to fellow students who persisted (Noel *et al.*, 1985). Similarly, earlier studies by Sexton (1965) and Trent and Ruyle (1965) revealed that students who persisted estimated that they spent more time studying per week than they believed the average student did (Noel *et al.*, 1985).

According to Tinto (1975) one of the premier causes of attrition is the inability of some students to make the transition and adjustment to the college environment. He points out that the highest incidence of attrition occurs among freshman during the first eight weeks of the fall semester. For most individuals, the cultivation of friendships and the development of support systems is a difficult enough ordeal, but for the youth who is away from home for the first time it is an exceedingly difficult proposition. Because the environment is foreign and because

the student has not had a chance to cultivate relationships, feelings of alienation and isolation are highly pronounced. Tinto believed that one of the keys to retention lies in the academic and social integration of the student into the academic environment.

Drawing upon Tinto's research in the area of academic and social integration, researchers have found that such factors as high use of campus facilities, holding a campus job and having informal contacts with faculty and staff outside of the classroom contribute to persistence. A host of researchers have commented on this last point: the important role that faculty play in the retention of students. Among them are Davis, Gekowski, and Schwartz (1962) who stated that "... the quality of the relationship between a student and his and her professors is of critical importance in determining satisfaction with the institution. A positive interaction facilitates the development of healthy attitudes toward learning and towards the college (Noel *et al.*, 1985). Pascarella and Terenzini (1979) were more emphatic though offering essentially the same view "... Frequent contact with faculty outside the classroom appears to be one of the most important forms of interaction impacting upon student persistence. Endo and Harpel (1983) make the point that frequent faculty contact with students contributes significantly to their social growth and development.

Noel and Levitz believe that another cause of attrition is academic boredom. They suggest that the root cause of academic boredom is uncertainty about career goals. From their purview, students who are unsure of what it is they want to study cannot have the same kind of drive and motivation as students whose career goals are clear. Hackman and Dysinger (1970) made this interesting observation, "... finishing

college requires a considerable amount of effort and therefore commitment to the goal of completion of college." Carens (1957) reported that the development of a vocational objective increased ones grade point average, and conversely, Slater (1957) and Eklund (1964) noted "... the probability of dropping out is greater when the student lacked interest or was indifferent to the curriculum of the college."

Related to the proceeding is the notion of relevancy. Noel and Levitz point out that yet another reason that students withdraw from college has to do with a perception that the curriculum is not relevant in preparing one for the world of work. They point out that students coming out of high school today are a more sophisticated breed, and in the light of the exorbitant costs of attending college, they are asking the following questions: How is the program of study going to benefit me? Will it get me a job? What proof can you offer? If, after enrolling, the student finds that these concerns are not being adequately addressed, there is an increased likelihood that he or she will drop out. To reduce this likelihood, Noel and Levitz believe that it is extremely important that faculty and advisors carefully interpret the value of the curriculum to students. In so doing, it is important that they point out that what is taught in the classroom will serve the student later on in life.

Still another cause of attrition among students is incompatibility. Simply put, this means that the "fit" between the student and the institution is incongruent. Noel and Levitz make the point that many schools could reduce their attrition rates simply by re-examining their mission statement to ascertain who it is the institution is best suited to serve. Some institutions attempt to be all things to

all students and, in the process, fail to meet needs of some students. Noel and Levitz make the point that colleges and universities would be well advised to develop more sophisticated ways of identifying and recruiting students whose values, attitudes, skills and abilities are compatible with, and can be responded to, by the institution.

A debate continues to rage over the extent to which financial aid, or the lack thereof, factors in the attrition of college students. Noel and Levitz on the one hand believe that notwithstanding the fact that a student might experience financial difficulties, once that student has made a decision to pursue a college education, he or she will more than likely persist in the face of those difficulties. For Noel and Levitz, the notion that financial aid is a cause of attrition, is a myth. On the other hand, scores of researchers have and continue to state that the absence of adequate financial aid is a cause of attrition. Iffert (1957), for instance, found that financial difficulties were ranked third in importance as a reason for dropping out of college. Bayer (1968), Iffert (1957) and Slocum (1956) found a common pattern among dropouts. Women dropped out mainly for personal reasons (e.g., marriage), and men dropped out mainly for curricula reasons. For both, however, finances ranked high in importance (Noel *et al.*, 1985). Further, Pantages and Creedon (1978), as has been previously mentioned, ranked financial aid, or rather the lack thereof, as one of the premier causes of attrition. Similarly, Clewell and Ficklen (1986) found that the provision of adequate financial aid was a key ingredient in the success of four programs identified by them as being successful at retaining students of color.

Causes of the Underrepresentation and High Rates of Attrition Among Black Students in Higher Education

In recent weeks, the Chronicle of Higher Education, Black Issues in Higher Education and several other periodicals have highlighted the fact that there appears to be a small increase in the number of Black students enrolling in institutions of higher education. While all are elated over this possibility, Reginald Wilson of the American Council on Education's Office of Minority Concerns, cautions that what we may be seeing is an increase in the numbers of schools to which Black students are applying. He believes that the jury is still out on whether there has been an increase in numbers, and he admonishes that what it is more important than the number of students who apply are the numbers who actually enroll (Wilson, 1988). Despite the hopeful news of increased enrollments, there remains the alarming fact that Black students are grossly underrepresented in higher education. The goal of this section of the paper will be on first examining reasons why Black students have not been making the transition from high school to college and secondly looking at the reasons for the high rates of attrition among those Black students who do succeed in enrolling in college.

The Carnegie Foundation for the Advancement of Teaching (1988) sheds light of the status of Blacks and Hispanics in higher education by pointing to this reality "... while Hispanic students remain the least represented group in higher education, Blacks were the only racial or ethnic group whose undergraduate enrollments declined between 1980 and 1984." Sudarkasa (1988) chronicles the high and low points of Black

student involvement in higher education by providing the following chronology:

- In 1976 Black undergraduate enrollment reached a high point 10.5 percent of the national total up from 6.0 percent in 1968. By 1980 it had declined to 10.0 percent and by 1984, the last year included in the American Council on Education's Sixth Annual Status Report on the Status of Minorities in Higher Education it was down to 9.5 percent. In actual numbers there was a drop from 932,254 to 897,195 between 1980-1984 representing a net loss of 3.8 percent.

- By 1984 fewer Blacks were enrolled as undergraduates than in 1976, or an overall decline of 4.0 percent.

A plethora of researchers have attempted to pinpoint the exact cause of the decline in enrollment as well as the high rate of attrition among Black students in higher education. Among these researchers is Pamela Christoffel who, in her Research and Development Update for the College Board (1986), synthesizes research done in the area of retention. She, like Noel, makes the following observation which is especially true for Black and, as we shall see later, Hispanic students in Higher Education, "... the decision to drop put of school is nearly always a combination of factors. Among these, as others have hitherto pointed out are: academic boredom, uncertainty about what to study and transitional/adjustment problems." With respect to specific barriers for Black students, however, she lists the following: low levels of parental education, poor high school preparation, lack of advising at the high school level about academic and career choices, poor study habits, low degree level goals and lack of financial aid.

Walter Allen, (1987) a prolific writer on the subject of Black student retention in higher education, corroborates and expands on

Christoffel's list by suggesting that declining enrollments and high rates of attrition are due in large measure to the following variables:

- o the rising cost of a college education
- o decrease in financial aid for low income students among whom Black students are disproportionately numbered
- o increased reliance on standardized tests
- o crumbling urban school systems
- o decisions by colleges and universities to place affirmative action at the bottom of their list of priorities.

The Pre-Eminence of Poverty and Lack of Role Models

The foregoing variables identified by Christoffel and Allen as causes for the underrepresentation and high attrition rates among Black students shall constitute the basis of the ensuing discussion. Christoffel, Allen and virtually scores of other researchers are unanimous in their sentiment that the poor economic status of Black families is a major reason that Black students do not go on to college. University of Chicago sociologist William Julius Wilson, author of The Truly Disadvantaged (1987), for instance, is quite specific in linking declining enrollments to what he describes as a burgeoning "underclass." In his assessment of the status of Blacks in higher education Wilson cites poverty and the absence of role models as two of the major reasons that Blacks and other poor students struggle while in high school and choose not to go to college. With respect to the issue of role models, Wilson makes the important observation that Black youth, in most inner cities across the country, can go weeks at a time without seeing college educated Black professionals in their communities. Role models for many

of these youth come in the form of Black athletes they see on television, pimps who drive flashy cars, prostitutes, and cocaine and crack dealers; all of whom they see everyday. For many of these youth the notion of attending college is ludicrous when they can make all the money they desire by becoming a part of an ever growing underground economy. The following shocking statistics regarding the socioeconomic status of far too many Black families provides a clear sense of why college might be beyond the reach of many Black youth. In fact, given some of the backgrounds from which many Black students come it is a wonder that so many have completed high school let alone gone on to college. Data taken from the 1987 Census Bureau and Labor Department Statistics found that among America's 29 million Blacks:

- 33.1 percent were poor as compared to 10.5 percent of Whites
- median family income of 18,098, was 56 percent of White family incomes
- married couples median income of 27,182 was 77 percent of White family income
- Black women head 55 percent of families with children, up from 33 percent since 1970 compared with 18 percent for White women. Sixty percent of Black unmarried mothers live in poverty.

Among other startling realities of the Black experience that have implications for the current and future status of Blacks in higher education are the following:

In comparison to Whites, Blacks are:

<u>Five Times</u>

- as likely to be dependent on welfare
- become pregnant as teenagers

Four Times

- as likely to live with neither parent and be supervised by a child welfare agency
- be murdered before 1 year of age or as a teenager
- be incarcerated between 15 and 19 years of age

Three Times

- as likely to be poor
- live in female headed households
- be placed in a class for the educable mentally retarded

Twice

- as likely to be born to a teenage or single-parent family
- see a parent die
- live in subsidized housing
- be suspended from school or suffer corporal punishment
- live in institutions (USA Today, June 5, 1988)

The vicious cycle of poverty among Black families is perpetuated when Black high school students are virtually forced to attend schools where learning does not take place; schools that are no more than breeding grounds for criminal activity. Scores of media have highlighted the fact that many inner city schools have, for all practical purposes, become armed camps where violence is the order of the day; where students, almost out of necessity, must be more concerned about personal safety than with receiving the knowledge imparted in the classroom. By some accounts, elementary school students as young as 9 and 10 years of age have been caught carrying thirty eights, twenty two's, uzis and sundry other weapons; no doubt as part of the equipment

required to carry out their duties as part of the drug trade that has infested so many inner city elementary, middle and secondary schools.

Quality of Secondary Preparation

In addition to being held hostage in schools where safety is a premium, many Black students who desire to learn are seriously disadvantaged by the lack of resources and the poor quality of teaching. In his article entitled, "The Quality of Education for Black Americans," (1981) educator Bernard Watson captures the educational experience of Black elementary and secondary students in this way, "... concentrated in public schools located in the older cities and urban areas of this country Blacks and other minorities are the victims of systems beset with the major problems of underfinancing, violence, vandalism, teacher and administrative fear, hostility and low expectations." From Watson's purview the education received by far too many Black and other youth of this nation "is nothing short of a national scandal, an absolute disaster."

Orfield (1987) points out that the schools attended by Black and other students of color are distinguished in yet another way: they are the most segregated schools in America. According to Orfield 63.4 percent of all Black students attend predominantly minority high schools. This figure remained basically the same between 1972-1984. So troubled by the segregated nature and poor quality of instruction that Black students receive, Orfield made this strong assertion: "... the children being socialized and educated in these underclass schools are even more comprehensively isolated from mainstream middle class society

than were Black children of the South whose problems led to the long battle over segregated education."

Holman (1985) points to another unsettling reality of the Black student educational experience in America. He suggests that far too many Black students are veering away from the college preparatory track as early as the elementary grades. He puts it this way: "... they become resigned to societal norms of human inequity at a very early stage in their educational experience. They do so by taking fewer of the basis courses necessary for developing the skills, study habits and content required to excel in science, math and technology in the intermediate, high school and college years."

If Black students are not discouraged from taking college preparatory programs before they arrive at high school, it certainly happens once there. In her report entitled Equality and Excellence: The Educational Status of Black Americans, Hammond (1985) indicts a good number of inner city high schools by stating that teachers, guidance counselors and other school officials direct Black students to programs where they will be trained for lower status occupations. As a consequence Black students are underrepresented in academic and overrepresented in vocational programs. On examining the extent to which those Black students who succeed in getting into college preparatory programs are prepared for college level work, Hammond observed that, "... for the most part, Black students take fewer years of mathematics, physical and social science courses than White students and the focus of the courses, mathematics for example, tend to be on general skills rather than algebra, geometry, trigonometry or calculus" (Sudarkasa, 1988).

A Toughening of Requirements for College Enrollment

Styles (1987) observes that while Black students are veering away from college preparatory courses more and more colleges and universities are adopting a hard line approach relative to whom they will admit. Indeed, despite all of the rhetoric about affirmative action and being desirous of going to any length to increase the numbers of Black students on their campuses, many schools have resorted to a meritocratic system which essentially tells perspective Black students that: [irrespective of the fact that you may have come from a poor background; that your mother and father may have been uneducated; that there may have been an absence of role models in your community; that you may have received little or no advisement or assistance regarding college attendance; and that the instruction you received was inadequate], the same measuring rod used to assess White student eligibility will be used to assess your qualifications; and if you do not measure up, you will not be admitted. Hence, despite warnings by Astin (1975) and other researchers that an admissions system based on test scores alone would have a disparate effect on Black students, more and more colleges are placing a higher premium on high school grades and standardized tests when making admissions decisions.

An Increased Reliance on Standardized Tests

An increased reliance on standardized tests does not augur well for increased participation of Black and Hispanic students in higher education. Indeed the picture looks bleak, especially in light of the conservative mood which exists on some college and university campuses as well as previously mentioned research by Nettles and others (1985)

who suggest that the best predictors of success in college are high school grades and performance on the SAT's. According to the American Council on Education's recent report, One Third of a Nation, Black students have made progress on the SAT's between 1977-1987. Evidence of this was a rise of 21 points on the verbal section and 20 points on the math section. Notwithstanding these gains, however, Blacks still lag far behind Whites in performance on the SAT's. The following provides an ever clearer sense of the gravity of the problem.

- Of the 1.05 million high school seniors who took the Scholastic Aptitude Test (SAT) in 1985, just over 70,000 (3 percent) were Hispanic. Furthermore, of the Black students 73 percent scored below 400 on the verbal section and 64 percent scored below 400 on the math portion. Of the Hispanic students 59 percent had verbal scores below 400 and 45 percent had math scores below that level. For Whites, only 31 percent had verbal scores below 400 and only 22 percent had math scores that low (American Council on Education, 1988).

Alterations in Financial Aid Packaging and a Reduced Commitment to Affirmative Action

In addition to the "get tough" posture being assumed by many colleges and universities, a shift in financial aid packaging and a reduced commitment to affirmative action have had serious implications for Black student attendance at colleges and universities. While some researchers hold fast to the notion that the availability of financial aid has little implication for a student's decision to enroll in college, there is increasing evidence that adequate financial aid, especially in light of the poor financial status of many Black families is vitally important. Sudarkasa (1987) remarks that the importance of financial aid for Black students becomes apparent when one considers that in 1981 nearly half (48 percent) of all Black college bound seniors

came from families with incomes under 12,000 as compared to only 10 percent of their White counterparts.

Dr. Elias Blake, former president of Clark College in Atlanta, Georgia is of the opinion that the latter part of the 1970's brought with it a dramatic shift in the nations' policy of ensuring adequate financial aid to needy Black and other students of color. Said shift was triggered by a reduction in commitment to affirmative action programs emanating from the U.S. Supreme Court's favorable ruling in the Alan Bakke case. While the Bakke decision was directly concerned with graduate and professional school education, the fallout from the decision was a national debate over such themes as "preferential treatment", "reverse discrimination", "standards", etc.; all of which served to undermine a prior commitment by the federal government to afford Blacks and other underrepresented students of color an opportunity to pursue higher education (Blake, 1987).

From Blake's vantage point, one of the resulting effects of the Bakke case was bringing middle class White Americans [who, in the wake of the Bakke decision, had become vociferous in stating that they had not been fairly served by federal financial aid programs] under the tent of financial aid. Despite a warning by Astin as early as 1972 that, "... financial aid in the form of scholarship, grants or gifts seem to be more effective than loans or other forms of similar support." Arbeiter (1987) observed that, in the wake of the Bakke decision, the federal government made substantive changes in the nature of financial aid packaging. He points out that whereas grants had previously represented nearly two thirds of the aid package, loans have emerged as the major portion, now constituting more than one half of the package.

The following provides some sense of the changes in the federal financial aid picture over the past seven years (1980-1987) which, in this writer's judgement, have had implications on Black students ability to attend college.

- In terms of constant 1982 dollars the total amount of federally funded gift aid rose a mere five percent from 3.288 billion in 1980 to 3.455 billion in 1987. The total amount of federal student loan dollars increased by 13.4 percent from 7.754 billion to 8.794 billion. Work study programs on which many Black students depend for supplementing income declined by 22 percent. The only aid that grew over the seven year period was the Pell Grant by 17.5 percent (Sudarkasa, 1988).

Arbeiter makes the important observation that in the light of enormous loans at the close of four years, in some cases amounting to half of what the family earns in a year, many Black students have, despite their increased graduation rates from high school, [from 67.5 percent in 1976 to 75.6 percent in 1985] chosen to pursue options other than attending college. Just before discussing these options, however, it is important to note as Evans (1985) has that a major by-product of the shift in financial aid packaging and a reduced commitment to affirmative action has been a decision by many colleges and universities to severely cutback, if not completely eliminate, outreach and recruiting efforts to Black students. Whereas these same institutions previously recognized the importance of reaching out to first generation college students whose families did not have experience dealing with college authorities, their recruiting efforts came to a swift halt when the federal government cut back federal funding.

Options to Postsecondary Education

Options other than college were alluded to above. Arbeiter makes the important observation that in light of increasing college costs and the difficulty in obtaining financial aid, an option that has become increasingly attractive to thousands of Black high school students is proprietary schools where, after attending for one or two years, one can come out with a solid vocational or technical education that allows for gainful employment in the marketplace. According to Arbeiter, the rationale for this new educational option is quite simple; the cost is far less than the cost of a four year baccalaureate education (Arbeiter, 1987).

A second option being pursued by Black students is the military. Arbeiter points out that given the high costs of college attendance but a promise by the military that it will either assume a large share of the costs of college [for those recruits who desire to attend college when their enlistment is up] or train those who desire to obtain a vocational or technical skill, the military has become an attractive option for considerable numbers of Black high school graduates. Arbeiter points to data which substantiates the increased participation of Black high school graduates in the military. According to data on new recruits in all branches of the military in 1985, 26 percent of actual recruits and 29 percent of all applicants were Black and other persons of color. Arbeiter points to growth in the numbers of Black and other persons of color in the military by pointing out that in 1980 there were slightly less than 400,000 Black and other persons of color. By 1986 this number had grown to slightly more than 410,000.

Still another option for Black high school graduates has been to enter the labor force directly out of high school. In fact [according to Arbeiter] while there has been a decline in the numbers of White high school graduates going directly into the labor force, the reverse has been true for Black students. With respect to actual numbers, Arbeiter points out that in 1980, a total of 149,000 Blacks entered the labor force directly out of high school; by 1983 this number had increased to 183,000 an increase of 23 percent. Arbeiter opines that among the premier reasons that Black students are opting to go directly into the labor force are increased college costs, and, given to pervading nature of poverty in many Black families, the need to sustain oneself as well as to contribute to the family's well being. When one begins to add up all of the Black high school graduates going into the military, proprietary schools and directly into the labor force, one gets a clearer sense of the options being pursued by Black students who have decided not to pursue higher education.

Since community colleges are an important form of post-secondary education, they cannot be considered an option to college as such but in light of the exorbitant costs of four year institutions and the poor extent to which Black, and Hispanic students are prepared at the secondary school levels, community colleges have become an important option to pursuing the baccalaureate. Blake (1987) points out that more than half of all Black students entering higher education enroll in two year colleges. What is troubling, however, is that given the academic handicaps that many of these students bring with them, [along with the need to work to sustain their families and themselves; the lack of advisement regarding the process of transferring to a four year

institution; and the inadequacy of financial aid] the transfer rates from two to four year institutions are extremely low. And as if the problems of transferring to four years institutions are not enough far too many Black students drop out of higher education at the community college level.

The preceding has been an effort to explain why there has been a decline in Black student participation in higher education. The following discussion shall be concerned with the quality of the experience of Black students who do succeed in making the transition from high school to college. Clewell and Ficklen (1986) point to research that suggests that "... 10-40 percent of all students who enter college will drop out before degree completion, but for Black students the proportions are substantially higher particularly in predominantly White schools" (Astin, 1975; Astin, 1982; Astin & Burciaga, 1982; Cross & Astin, 1981). The above listed researchers and hosts of others, who while agreeing that the attrition rates of Black students are inordinately high, are hard put to provide exact numbers on Black students who drop out of college. They speculate that numbers are available but colleges and universities are so embarrassed by their performance at retaining especially Black and Hispanic students that they do not wish to release figures.

Causes of Attrition of Black Students at the College Level

Research on the causes of attrition among Black students in higher education abounds and a number of themes have emerged as causative factors. Three however seem to reappear. They are feelings of alienation, isolation, and loneliness. Black students in a word feel

divorced from the mainstream of campus life on predominantly White campuses. Smith's (1980) research attests to the alienation felt by Black students on predominantly White campuses. In his study of seven predominantly White institutions, he found that two of the premier causes of attrition among Black students were feelings of alienation and isolation. His research led him to conclude the following: "... Blacks perceive their environment to be hostile. They must attempt to deal with loneliness and alienation at the same time that they are trying to adjust to a largely foreign milieu" (Smith, 1988).

Mary Francis Berry (1983) captures the plight of Black students on predominantly White college campuses by offering this insightful observation:

> "Their classroom days are filled with isolation, exclusion from informal repartee among White students and being ignored by professors. They seek havens in Black fraternities, sororities, Black student organizations, not because they want to isolate themselves, but because they feel unprotected and unwanted."

Frank Hale, Vice Provost for Minority Affairs at Ohio State University gets to the heart of the problem being experienced by Black students in higher education by stating that predominantly White colleges and universities seem unwilling or unable to make the kinds of adjustments that would make Black students feel more at home. He puts it more eloquently:

> "We have insisted on bombarding them with the methods, tactics and strategies we know best. We have said we will do for you what we have done for others, but we will not vary our approach; your unique background, experience and culture notwithstanding." He continues by stating that, "We ask of them a greater degree of change than institutions are willing to make" (Hale, 1982).

Just what are some of these areas where universities seem either unwilling or unable to institute changes? It would seem that an understanding of these are crucial to understanding why Black students leave higher education in inordinately high numbers.

One of these areas is social and cultural programming. Nearly everywhere Black students complain of not having adequate dollars to program for social and cultural activities. While they watch with a keen eye the large sums of money student governments and university administrations spend on bringing in speakers who Black students are not the least bit interested in, Black organizations almost always have to deal with reluctance if not outright refusal when seeking funds for their activities. Boston College represents an interesting case in point. Consider the following: recently Black students were outraged when the undergraduate government decided to bring Colonel Oliver North to the University as a part of it's lecture series. While Black students were not enthralled over the choice of speaker, they respected his right to speak. What they were livid about, however, was the decision by the student government to pay North twenty five thousand dollars for a single night's engagement, a sum that exceeded the combined annual budgets of all the campuses' Black and other third world organizations.

In a comparative study of Black student satisfaction with social and cultural programming on predominantly Black vs. predominantly White campuses, Allen (1982) found that nearly two thirds of Black students surveyed at predominantly Black institutions enjoyed the campuses' social and cultural programs while the opposite held true for those Black students surveyed at predominantly White institutions. In the

latter instance sixty two percent of the Black students reported that social and cultural programs did not reflect their interest.

In a similar vein, another area where predominantly White institutions seem unable or unwilling to effect change so as to make Black students feel more at home is in the area of curriculum. Clearly, one of the realities of attending predominantly White colleges and universities in America is to be exposed to a eurocentric curriculum that places little emphasis on contributions made by Black and other persons of color in shaping America and world history. From Fleming's (1984) vantage point there can be dire consequences in not seeing oneself in what one is studying. Among these are boredom, lack of motivation, and the issue at hand, dropping out of school.

Another area where colleges and universities seems unwilling or, as they might phrase it, unable to make adjustments is in the area of Black faculty hiring. Whenever questioned about why there is an absence of Black and other persons of color on their faculties, the party line always seem to be that "Blacks are not in the graduate pipeline," "Blacks with advanced degrees accept more lucrative offers in the business world," and then there is the standard line, "We just can't seem to find any." If, as Endo and Harpel (1983) and Pascarella and Terenzini (1979) state, faculty are essential to the social and intellectual growth and development as well as retention of all students in higher education; then the role of the few Black faculty and administrators on predominantly White campuses becomes doubly important. For not only do Black students count on them for the usual academic advisement, counseling, etc., but for other things as well. Hale (1983)

highlights the nature of the dependency that Black students have on Black faculty and administrators in this manner.

> Black students see Black faculty as role models and mentors and, in addition to that, as people who understand the sense of anxiety, distrust, disillusionment, isolation, hostility and defensiveness that Black students experience when surrounded in a sea of whiteness. Hale goes on to state that in addition to the support, guidance and direction that Black students seek from Black faculty "they depend on them to represent their feelings about the climate of life to their superiors" (p. 117).

Still another area where some predominantly White colleges and universities come up short is in the area of race relations. Unquestionably one of the major impediments to Black student satisfaction in many of these institutions is a perception that their campuses are racist. This perception is reinforced with increasing regularity as ugly acts of racism become more prevalent on campuses across the country. When racial incidents have occurred there has been an almost universal agreement among Black students that college presidents and other university officials have not acted aggressively at repudiating such acts. Their silence in the eyes of Black students gives license to such acts reoccurring. Willie and McCord (1972); Allen (1981); Bennett & Okinaka (1984); and Nettles *et al.* (1985) make interesting observations regarding the climate of life for Black students attending predominantly White colleges and universities.[58] Consider the following: After examining the experience of 385 Black students at four institutions in the Northeast, Willie and McCord concluded that predominantly White institutions can be hostile environments and that instructors can be cold and impersonal. Along similar lines, Allen *et al.* (1981) concluded that racial hostility, isolation, sensitivity and sorrow, at some point during the

undergraduate years is part and parcel of the experience of Black students' attendance at predominantly White colleges and universities (p. 5).

The resurgence of racism on predominantly White campuses has served to accentuate the important role of historically Black colleges which enroll a mere twenty seven percent of Black students in higher education, but graduate more than forty percent (Fleming, 1984). Sudarkasa (1988) points to another sobering reality of the Black student experience at predominantly White colleges and universities. She mentions that not only are Black students concerned about threats to their personal safety on many of these campuses, but that they are also concerned about the periodic insensitivity and, at times, outright hostility shown by faculty members who have low expectations of Black students' abilities, and who all too often seek to humiliate them by means of making negative references to Black people or to Black culture (p. 15). Fleming points out that the cumulative affects of racism, hostility and insensitivity on the Black student is thwarted academic performance. Fleming's posture is supported by studies which suggest that the social and academic climate of the campus has profound implications for the academic performance of Black students (Cross and Astin, 1981; Gossman, Dandridge, Nettles and Thoeny, 1983; Perry, 1981; and Suen, 1983).

Fleming's point relates to another major barrier to Black student success in predominantly White colleges and universities: the absence or near absence of support service systems. Despite an admonishment by Astin in "Preventing Students from Dropping Out" (1975), that, "... Black students in particular would require extensive and extended

support services since their academic performance would likely be lower than other students," many colleges and universities have continued to focus almost exclusively on recruiting Black students while doing little by way of retaining them. Such interventions as tutorials, personal and group counseling, career information, and so on, are non-existent on many of these campuses. Barrett (1987) made the insightful observation that when the federal government reduced its commitment in the 1970's to programs aimed at recruiting and retaining Black students many colleges and universities followed suit with the resulting effect being that students most in need of support services have, in far too many instances, been left to navigate their way through many of these institutions on their own.

At the outset of this section the important role that financial aid plays in the initial decision by Black students to enroll in college was discussed. It is important to state here that financial aid also factors significantly into the decision by many Black students' to remain in college. This makes sense in the light of the poor economic status of many Black families. In a longitudinal study examining the role that financial aid plays in the retention of Black students, Astin (1982) found a positive relationship between financial aid and the undergraduate GPA, persistence and satisfaction with college. To a large extent Astin's findings have been confirmed in a recent study at Oberlin College entitled "Black Student Persistence to Graduation at Oberlin College" (1988). In this study Black students, who while generally satisfied with the climate of life at Oberlin, cited financial aid as the main reason for dropping out of school. The study [based on interviews with Black alumni, Black students who had dropped out, and

Black students who were enrolled at the time of the study] grew out of a concern that the graduation rate of Black students at Oberlin was 10 percent below that of White students.

Causes of Underrepresentation and High Rates of Attrition Among Hispanic Students

As in the case of Black students, several themes emerge as causes of underrepresentation and high rates of attrition among Hispanic students in higher education. They are as follows: poor preparation at the elementary and secondary school levels, lack of support and encouragement from teachers and guidance counselors, insufficient financial aid, transition/adjustment problems, family circumstances, and inadequacy of support services. Before discussing how these themes relate to the dearth of a Hispanic presence in higher education, two preliminary tasks are in order. First, there is a need to define exactly who it is that one is referring to when using the term Hispanic, and second to outline the current status of Hispanics in higher education.

According to the National Council of La Raza, one of the nation's largest Hispanic organizations, the term "Hispanic American" is a relatively new term for a very diverse groups of Americans including persons of Mexican, Puerto Rican, Cuban, Central and South American and Spanish descent. According to current census figures, the Hispanic population in the United States, representing 8.1% of the U.S. population, has increased by more than one-third in this decade alone, growing nearly five times faster than the rest of the population. More than half of all Hispanics in this country live in just two states, California and Texas, and the other half are scattered throughout nine

states, among them are New York, Florida, Illinois, Arizona, New Jersey, New Mexico and Colorado. The census bureau provides the following breakdown of Hispanics in the United States:

- Mexican Americans are the largest Hispanic group, numbering 12.1 million;
- Puerto Ricans living on the U.S. mainland comprised the second largest group, numbering 2.5 million;
- Central and South Americans collectively total 2.2 million;
- Cubans are the smallest of the Hispanic groups, numbering at 1 million (Orum, 1986).

With respect to the current involvement of Hispanics in higher education, the American Council on Education - Office of Minority Concerns points out that "... while Hispanics have made considerable gains in the number of degrees earned since 1971, given their proportionate numbers in the overall population of 7.9%, they continue to be one of the most underrepresented groups in American Higher Education. More precise evidence of their underrepresentation is the following: as of academic year 1985, Hispanics represented 8.2 percent of the 18-24 year old population, but only 4.3 percent of the enrollments in higher education and received only 2.7 percent of the baccalaureate degrees" (ACE, 1987).

Inadequate Preparation at the Elementary and Secondary School Levels

Clearly, the lack of adequate preparation at the elementary and secondary school levels is one of the major contributors to the lack of Hispanic involvement in higher education. The National Council of La Raza makes the point that in far too many instances Hispanic students begin their education at a serious disadvantage: In many instances

Hispanic youth come to the school experience from households where little or no English is spoken (Orum, 1986). Frequently they are recent immigrants to the United States, having come with their parents from Mexico, Puerto Rico, the Dominican Republic, and Cuba. Unable to speak the language and having little knowledge of the American culture, problems of these youth are compounded on being enrolled in school systems that are sorely lacking in the resources and personnel necessary to respond to the academic, psychological, linguistic and cultural needs of students whose natural tongue is not English (p. 10).

Fields (1988) provides a glimpse of how Hispanic students are fairing at the elementary and secondary level by pointing out that between grades one through four 28 percent of Hispanic students are enrolled below their normal grade level, as compared to 20 percent of White children. Between the fifth and eighth grades, the numbers increase so that nearly 40 percent of Hispanic students are behind grade level, compared to 25 percent of Whites. By the ninth and tenth grades 43% of Hispanic students are behind. The foregoing is extremely disconcerting in light of research (Phelan and Gibson, 1986) that has shown (a) that nearly one half of all high school dropouts have repeated one or more grades (Bachman, Green, and Wirtanen, 1971; Los Angeles Unified School District, 1974; and Austin Independent School District, 1982); and (b) that school delay is one of the most important determinants of student achievement (McDill, Natriello and Pallos, 1985).

Even more alarming than the problem of school delay is the fact that at the high school level Hispanic students are not enrolled in the kinds of courses that allow for admissions or, if admitted, to compete

favorably once in college. The National Commission on Secondary Education for Hispanics (1984) illuminated this problem by pointing out that over 40% of Hispanic high school seniors are enrolled in general curriculums; 35% are enrolled in vocational curriculums; and only 25% are enrolled in college preparatory courses. What is particularly unsettling about this is that according to Steinberg, Blinde and Chan (1984) there is considerable circumstantial evidence that suggests that students who are assigned to low ability classes and to general education tracks are more likely than other students to drop out of school (p. 16).

A major cause for alarm are the poor grades being earned by many Hispanic students who succeed in getting into college preparatory courses. Data taken from the U.S. Department of Education's High School and Beyond study (1980) indicated that Hispanic high school graduates were less likely than White high school graduates to have earned "A's" in school and almost twice as likely to have earned grades of "D" or "F" in the core courses of English, math, and social science.

As was mentioned in the discussion of Black students, one of the consequences of either not taking college preparatory courses or doing poorly while in them, is poor performance on standardized tests. La Raza (Orum, 1986) points out that nearly forty states now require students to pass competency examinations before graduating from high school. Moreover, colleges and universities are beginning to rely more and more on SAT and ACT examination scores in deciding whom to admit. La Raza makes the point that this does not bode well for Hispanic student involvement in higher education as they [Hispanics] are least likely than any other group to take these tests (p. 11). Evidence of

not taking tests was seen in the results of the High School and Beyond Study (1980) which indicated that while 52% of Hispanic high school students had planned on attending college in the next year (1981), only 28% had taken the SAT as compared to 34% of Black and 38% of White students. With respect to actual performance on standardized exams, La Raza points to the results of the Department on Education's National High School and Beyond Achievement Test (1980) on which seventy six percent of the Hispanic high school students who took the Test (1980) scored in the bottom half of all students nationwide (p. 16).

Stereotyping and Lack of Teacher Support

Several other factors contribute to the poor quality of the secondary school experience for some Hispanic students. They are worth mentioning as each plays a prominent role in far too many Hispanic students' decisions to persist in high school, and/or to go on to college. One of these factors is a perception by students of being labelled, stereotyped, or made to feel inadequate because of a lack of proficiency at speaking the English language. On this point Steinberg (1984) advanced the view that "... poor English proficiency along with Hispanic origin and low socio-economic status, appear to increase the frequency of premature withdrawal from high school" (Phelan and Gibson, 1986). The perception by Hispanic students of being treated differently has been affirmed in the results of several major studies. Among these was an early study conducted by the U.S. Civil Rights Commission which found that teacher-student communications patterns were distinctly different for Chicano versus White students. Teachers were found to direct praise or encouragement to White students 36 percent more often

than to Mexican American students. Furthermore, teachers used or built on the spoken contributions of White students 40 percent more often than they did for Mexican American students. They also asked White students 20 percent more questions in class than they asked Mexican Americans (Olivas, 1982). Ramirez's research (1981) corroborated the aforementioned by citing evidence that both White and Hispanic teachers had a tendency to ascribe negative qualities towards students who spoke with an accent, used non-standard version of English or, who spoke a non-standard version of spanish (Olivas, p. 307). In a similar vein, the research of Ryan and Caranza (1975) found that, for the most part, students who spoke English with an accent were judged by White teachers to be less intelligent than students who did not speak with an accent (Olivas, p. 318).

Lack of Support From Guidance Counselors

Little confidence, lack of encouragement, and thwarted motivation constitute other major factors that impede Hispanic students' success at the high school level, thus affecting the decision to pursue higher education. From the literature one is able to glean that one of the precipitators of the above listed characteristics is a perception by large numbers of Hispanics that along with teachers, the one person who is always supposed to be there to help students negotiate high school and prepare for college [the guidance counselor] is neither supportive nor helpful. The foregoing point was accentuated in an analysis of an Educational Testing Service study on career education and counseling among Hispanic students conducted by La Raza in 1982. The analysis revealed that Hispanic students were less likely than other groups of

students to view their counselors as a resource. Moreover, it was determined that counselors in schools with large Hispanic enrollments were less likely to reach out to the Hispanic students or engage in discussions or counseling sessions regarding their aspirations (p. 17). At a recent meeting of the National Council of Educational Opportunity Associations, Richard Fairley (1988), Branch Chief for the Department of Education, commented on the dearth of interaction between guidance counselors and students. And while his comments were directed to junior high school students, he highlighted the lack of guidance counselor - student interaction by pointing out that in New York City the ratio of guidance counselors to Black students is 800 to 1 and for Hispanic students 2,000 to 1.

Family Circumstances

Colon and Caus (1988) represent the sentiment of a host of Hispanic researchers in pointing out that the family plays an exceedingly important role in the Hispanic students decision to pursue education, whether it is at a high school or the college level. What becomes clear from the literature is that Hispanic families are extremely close knit and that each member feels a deep sense of obligation to contribute to the family's economic and social well being. This becomes extremely important insofar as Hispanic families are among the poorest and least educated families in America. Davila (1988) sheds light on these two points by noting that nearly one quarter of all Hispanic families live below the poverty level compared to eleven percent of non-Hispanic families. Of this number, 62.5 percent of these

families are headed by people 25 years and older who are not high school graduates.

La Raza (1984) provides another chilling dimension to this problem by pointing out that functional illiteracy among Hispanic adults is disproportionately high, with some studies reporting a range of between 13.5% and 56% of Hispanic adults who are functionally illiterate (p. 18). With respect to the issue of adult illiteracy, in general, Astin (1975) advances the view that the educational status of the parent(s) has profound implications on whether a student remains in or drops out of school. He makes the important point that the educational aspirations of students are thwarted when they do not have role models in the home with whom to identify.

In the light of poverty and illiteracy among the heads of Hispanic households one of the problems experienced by Hispanic high school students, and later those successful in getting into college, is having to choose between attending school or working to help sustain the family and themselves. Colon and Caus (1988) make the point that Hispanic parents rely heavily on their sons and daughters ability to speak the English language in order to represent them before schools, governmental social service, and other agencies with whom the family has to interface (p. 5). They further point out that Hispanic students report being given dual messages by their parents: one message says pursue education to the fullest extent possible and the second says that the family's well being is far more important than attending school. For the Hispanic female the message has even deeper meaning insofar as there is a traditional belief among Hispanics that the woman's role is to be a homemaker, and her place is in the home. Thus the thought of attending

college, particularly one that is far away from home, is not highly thought of. The sum total of the preceding is that in those instances where students are forced to choose between acquiring an education and their family's well being, there is proclivity, out of a sense of loyalty, to favor family. The consequence, all too often, is that the student may very well decide to drop out of high school and/or postpone going to college (p. 6).

In light of the combined effects of being held back, performing poorly on standardized tests, receiving little or no encouragement and support from teachers and guidance counselors, and being concerned about the economic well being of the family it is easy to understand why some Hispanic students have given up on the notion of the acquiring an education. What is particularly distressing, however, is that many students have given up at an extremely early point in their academic lives. The National Commission on Secondary Schooling of Hispanics (1984) amplifies this by pointing out the following: the overall high school dropout among the largest Hispanic groups, Mexicans and Puerto Ricans, is 40%, with many of the students in these groups leaving school before spring semester of the 10th grade. Even more distressing is the fact that in some cities, e.g., Los Angeles, New York and Chicago, the drop out rates for Mexican and Puerto Ricans has at times spanned the range between 50 to 80% (p. 12).

Paramount among the effects of inadequate elementary and secondary preparation, poverty, low expectations, and little support from teachers and guidance counselors is having limited career and educational options. Fortunately, one option that has been available for Hispanic students, indeed all students, given their open door admissions policy,

has been two year community colleges. According to the Association of Community and Junior Colleges 56% of all Hispanic students in Higher Education attend Junior College. The problem with Junior College attendance among Hispanics is that: [according to Sarah Melendez, Assistant Director of the American Council on Education's - Office of Minority Concerns] 70% of Hispanic students who enroll in Junior College do not graduate; and of the 30% who persist to graduation, only 1 in 7 who is desirous of transferring to a four year college actually does so (Melendez, 1987).

With respect to an explanation as to why so few students make the transition from two to four year colleges and universities, Melendez, Santiago, Magallan and Lara (1988) make some interesting observations. Melendez points out that, in light of difficulties with the English language, some Hispanic students have to spend a considerable amount of time in non-credited remedial courses before being allowed to enroll in mainstream courses. Therefore financial aid does not go so far for them as it would for someone going directly into regular courses. Furthermore, along with becoming frustrated by having to take courses divorced from the colleges regular curriculum, many Hispanic students, given a ceiling on the amount of financial aid they can receive, are forced to work up to as much as thirty to forty hours per week, to supplement financial aid allocations (p. 7). Isaura Santiago, President of the Hostos Community College in Bronx, New York points out that the task of balancing large number of work hours against academics has not boded well for the academic performance of many Hispanic students who, in many instances, on receiving low grades decide to drop out of school (Levine and Hirsch, 1988).

In addition to the financial problems that many Hispanic students encounter, Magallan (1988) believes that the curriculum of many Junior colleges, while exceptional at providing remedial assistance, do not take into consideration contributions made by persons of Hispanic descent. As a result of not seeing themselves in what they are studying many of these students become bored with their studies and lose the motivation necessary to persist through the two or three years of Junior college.

Francisco Lara (1987) of the Tomas Rivera Center, a Hispanic think tank in California, cites at least three other reasons why Hispanic students are not making the transition from two to four year institutions. Premier among these is that they are not receiving the quality of information and assistance that makes the transfer process less of an arduous task. One specific example of an area where students report receiving poor guidance and direction is at completing and filing admission and financial aid forms. The consequence, all too frequently, is that many students simply do not bother applying to college. Lara points to a lack of clearly thought out career and educational goals as yet another reason why some students do not make the transition. He suggests that because many students have not thought through fields in which they intend to major, the choice of deciding on the four year institution to attend becomes problematic. All too often, during this period of indecision, deadlines for receipt of admissions and financial aid many have come and gone, and the student has lost the opportunity to enroll in a four year institution. Lara additionally points out that poor transfer rates of Hispanic students from two to four year institutions has more to do with the lack of clearly articulated

agreements between two and four year institutions than with a lack of responsibility on the part of student(s) at completing the steps necessary to enroll in college.

Attrition Among Hispanic Students at the Four Year Level

If the problems of declining enrollments at the high school level, and the poor transfer rates from Junior College, are not enough, these problems are surpassed by high rates of attrition among Hispanic students at the four year level. In 1978, Brown, Rosen and Olivas provided a status report of Hispanic students at the four year level by pointing out that while they made up 5.6 percent of the total U.S. population at that time they comprised 4.0 percent of undergraduate enrollments and earned just 2.8 of all the bachelor's degrees (Olivas, 1978). Today, literally ten years later the situation has not been dramatically altered as Hispanics continue to be grossly underrepresented among the ranks of those earning bachelor's degrees. Indeed, as Rafael Magallan (1988) points out, a strong case could be made that, given their increased numbers in the overall population, Hispanics are worse off now, with respect to degrees earned, than ten years ago. In connection with this point, the American Council on Education - Office of Minority Concerns, states that the Hispanic population has grown from the 5.6 percent in 1978 to 7.9 percent presently; but they comprise a scant 4.9 percent of the undergraduate population and earn just 2.7 percent of the bachelor degrees; slightly less than the number of baccalaureate degrees awarded a decade earlier (ACE, 1987).

Transition/Adjustment Problem

Clearly, something is occurring that precludes Hispanic students from persisting through four year colleges and universities. Field (1988) makes the insightful observation that if the first few weeks and months of the academic year are difficult for most students they are especially difficult for Hispanic students, many of whom leave home reluctantly to begin with and, then suddenly find themselves in the shocking situation of having to live with persons whose attitudes, values, backgrounds and experiences are vastly different from their own. Fiske (1988) refers to this experience as "juggling two cultures" and believes that it is especially difficult for Hispanic students to subjugate their background, culture, and experiences for what is taught both in and out of classrooms of predominantly White institutions. As a result of seeing little importance attached to their cultures, many Hispanic students, at a very early point in the freshman year, begin asking themselves "do I belong in this environment?"

With respect to the notion of belonging, Fields points out that feelings of being discriminated against, similar to Black students, are prevalent among Hispanic students attending predominantly White colleges and universities. Many Hispanic students complain that there is a commonly held perception among White students that Hispanics are less than qualified to be in attendance at the institution. Despite the extent to which they may have been prepared academically, the perception seem to be that all Hispanics and Black students enter the University through special admissions programs for high risk students. This sort of thinking coupled with an unwelcoming campus climate have, in Fields' estimation, made the transition from home to college an extremely

difficult proposition. So difficult, in fact, that many Hispanic students simply resolve that it makes little sense to remain in an unwelcoming environment when they could find a job to support themselves as well as help the family (p. 22).

Fields points out that, in addition to the normal stress that comes along with being away from one's family, another source of considerable anxiety for Hispanic students are feelings of guilt at leaving behind family that had become reliant on them for a host of things, not the least of which was supplementing the family's income by holding down a job while attending high school or junior college. Partially out of a desire to help the family, and given the problem of inadequate financial aid, one of the immediate actions taken by many Hispanic students on arriving on the college campus is finding a job. For those students who start college at an educational disadvantage, the act of combining school and work, as previously discussed, has profound implications for academic performance. Indeed, many students dig themselves into academic holes that either result in their leaving school on their own volition or being involuntarily withdrawn (p. 23).

Academic Support Services

While the issue of academic support services is the last to be treated in this section it does not reduce the important role that they play in the retention of Hispanic students. There is a consensus among researchers that the absence of such support services as tutoring, academic advising and personal counseling, factor significantly into the high rate of attrition among Hispanic students. The importance of support services for Hispanic students cannot be overstated. As has

been mentioned throughout this section of the paper, far too many Hispanic students arrive at the college door in an extremely fragile state. Among the causes of this are a lack of proficiency at speaking the English language, poor preparation at the elementary and secondary school, poverty, and a poor orientation regarding what to expect from college. Along with support services Fields further suggests that the challenge of having to negotiate a rigorous college curriculum, as well as trying to adjust to an atmosphere that is uninviting, is made all the more difficult when there is an absence of persons of color in positions of authority and responsibility throughout the university. The absence of these role models [indeed living proof that one can make it if one applies him or herself, coupled with the feeling that there is no one to whom one can turn when one is under a lot of stress], has caused many students to abandon the notion of acquiring a college degree (p. 24).

Conclusion

There is no more appropriate way to conclude this paper than by stating that what was stated at the outset: By the year 2000 one third of our nation will consist of persons of color. The task of ensuring a workforce that is equal to the task of responding to the challenges of a highly sophisticated and technological society will be formidable as there are a host of barriers that preclude Black and Hispanic students from gaining the kinds of academic skills necessary to, enter the compete favorably once in college. Premier among these barriers are poverty, poor academic preparation at the elementary and secondary school levels, inadequate financial aid, and the resurgence of blatant acts of racism on college campuses. As this writer sees it, there will

not be a substantial increase in the Black and Hispanic presence in higher education until it is ingrained in the nation's conscience that it is in our best interest to ensure that Black and Hispanic students acquire the very best that higher education affords.

CHAPTER 3

METHODOLOGY

As has already been stated, the major objective of this study was to determine the extent to which support service programs are available to Black and Hispanic students attending the nation's 28 Jesuit colleges and universities.

Launched in the United States in 1789 with the founding of Georgetown Academy, later re-named Georgetown University, Jesuit institutions have amassed an extraordinary track record at educating those who enter their gates. Currently, Jesuit institutions enroll more than 175,184 students and 23,000 of these are AHANA students.

With respect to the approach used in this study, the survey method of inquiry was employed. According to Fred N. Kerlinger (1964), this method is most appropriate when the research seeks to learn the status quo. Egan G Guba (1964) also pointed out that "...the survey method of inquiry is entirely adequate when the researcher is primarily interested in descriptive and normative data." John L. Hayman (1968) acknowledged the same point:

> In conducting a study, methodologies such as historical research, the survey, observation, content analysis and experimentation may be selected. However, each of these methodologies is appropriate for securing a particular kind of information, and each may be used singly or in combination with one or more of the others according to needs indicated by study objectives...It is understood that the survey method of research has been the most popular and widely used research method in education. Its popular use, however, does not necessarily take away from its value as a research tool of inquiry. The survey is very useful in doing what it is designed to do, that is in getting descriptive data (pp. 67,68).

Instrumentation

Inasmuch as the subjects of this study were scattered throughout the country, the technique deemed most appropriate for collecting data was the questionnaire. As Hayman explains:

> The questionnaire...is especially useful in obtaining information from sizeable groups, and it can result in great savings when members of the groups are widely separated geographically...The greatest advantages of the questionnaire are its relatively low cost and its ability to secure information from large numbers of widely distributed persons...It normally supplies information which is easily interpreted and translated into quantitative form for analysis. It also assures that every question is asked for each individual in the study (p. 68).

The basis of the questionnaire used in this study were comparable survey studies. However, the items that appear on the questionnaire were drawn from the broad research questions that underly the study (see Chapter 1 for research questions).

While the comparable studies alluded to above were helpful in developing the format, as well as fashioning the kinds of questions asked, it was nonetheless essential that the questionnaire be refined in such a way that it provided information directly related to the nature and status of support service programs at 28 of the nation's rather unique institutions, its Jesuit colleges and universities. To be more specific, the following research questions are reflective of the kind of questions that get to the root of the Black and Hispanic student experience at Jesuit colleges and universities: What are the current and future trends effecting support service programs for Black and Hispanic students at Jesuit colleges and universities? And are Black students succeeding at Jesuit colleges and universities, if so, is this

success reflected in the retention and graduation rates? Not only did the last question get to the core of the Black and Hispanic student experience at Jesuit institutions, but is also necessitated that the researcher develop, in very clear and concise terms, definitions for retention and graduation.

With respect to the mechanics of the questionnaire, the respondents needed only to supply a check mark. Only when deemed necessary were questions left open-ended, for example, when asking for opinions in a specific matter, space was provided for the respondent to express their views. Lastly, the questionnaire in this study, has been designed in such a way that information could be easily retrieved and readily interpreted and translated into quantitative form for analysis.

Data Collection

The retrieval of data for the study was aided by the researcher's membership in an organization called the Association of Jesuit Colleges and Universities - Conference of Minority Affairs. One objective of the Conference of Minority Affairs, hereafter the C.M.A., is to sponsor an annual meeting of persons of color working in a variety of capacities at Jesuit institutions. Over the past nine years that the researcher has attended the annual meeting of this organization he has met several, though not all, of the coordinators of support service programs at sister Jesuit institutions.

To a very large extent, the most recent meeting of the C.M.A., held in June 1989, represented a point of departure for the study. At that meeting the researcher accomplished the first of, what would eventually amount to, several steps in the data gathering process. Said

step entailed the researcher making a brief presentation to attendees outlining the goals and objectives of the study; discussing the possible benefits the study's results might have for students' currently matriculating or those thinking about attending a Jesuit institution; more importantly, perhaps, the presentation discussed the ways in which the study might assist in retaining Black and Hispanic students at Jesuit institutions.

If there was an overriding theme of the researcher's presentation, it was to state, as emphatically as possible, that if the study was to succeed, the cooperation and assistance of the coordinators, directors, administrators, etc. of support service programs would be needed in completing and returning a questionnaire aimed at collecting pertinent information about their programs.

Beyond a general request for support, the researcher was more specific in stating that he would be seeking the assistance of at least one third, or nine, Jesuit institutions by way of participating in a pilot study aimed at identifying and correcting any weaknesses that might exist in the questionnaire.

Shortly after the C.M.A. had adjourned, the researcher began the process of selecting the nine Jesuit schools to which he would distribute a rough draft of the questionnaire. In order to ensure a certain amount of diversity among the participants in the pilot group the researcher thought it appropriate to forward questionnaires to three small, three medium sized and three large institutions. Among the small institutions selected, with enrollments between two and five thousand students were LeMoyne College, St. Peter's College and Fairfield University. Among the medium sized institutions, with enrollments

between five and eight thousand students, were John Caroll University, Loyola College in Maryland and Santa Clara University. The largest institutions, Marquette University, Fordham University and Loyola University of Chicago, had enrollments between nine and fourteen thousand students.

The selection process exhausted, cover letters and a rough draft of the questionnaires were forwarded to several key individuals at the pilot study institutions. Foremost among these individuals were the president of the institution. It was the researchers contention that if the study was to succeed it would require support at the highest levels of the institutions. Included in the cover letter to the president was: a statement about the overall goals and objectives of the study; the benefits of the study for all of Jesuit higher education; and a request for the institution's support in the pilot study.

In addition to the president, a cover letter and duplicate copy of the questionnaire was forwarded to the academic and student affairs vice president or their equivalents. Several factors governed the decision to forward the instrument to the aforementioned administrators. First, it was felt that the likely homes of support service programs for Black and Hispanic students would, as is the case at most predominantly white colleges and universities, be in the academic and student affairs arenas. Secondly, it was felt that these top level officials would be vital at ensuring that those coordinators, directors, etc. of support service programs not represented at the annual meeting of the C.M.A. received, completed and returned the questionnaire in a timely fashion. Moreover, it was assumed that if the institution did not have a support service program for Black and Hispanic students as such, these top level

administrators would be the persons to, either complete some aspects of the questionnaire or to communicate that the institution did not wish to participate in the pilot study.

For the most part, the institutions asked to participate in the pilot study were represented at the annual meeting of the C.M.A. Hence, the researcher had names, addresses, titles of the program, etc. Consequently, it was an easy matter to forward a duplicate copy of the questionnaire with a request that it be completed in a timely fashion. With respect to the contents of the cover letter sent to the academic and vice presidents for student affairs, it was essentially the same letter sent to the presidents in that it outlined the goals and objectives of the study and discussed the benefits of the study for all of Jesuit higher education.

Several references have been made to duplicate copies of the questionnaire being sent to several officials at the institutions. Since questions will inevitably arise regarding the advisability and purpose of doing this, the researcher believed that this was one way of ensuring the return of one questionnaire from each institution.

Seven out of nine, or 78%, of the institutions asked to participate in the pilot study returned the questionnaire. In virtually each instance, the respondents commented that the questionnaire was clear, concise and well understood. In a few instances, changes were suggested regarding the choice of words and these suggestions were followed.

The foregoing process having been completed, the next step in the process was forwarding the refined instrument to all twenty-eight of the nations Jesuit colleges and universities. Since a letter requesting

support had already been sent to the president, academic and vice president for student affairs or their equivalent at institutions participating in the pilot study, a second letter to these officials was not thought to be necessary. Important, however, was a letter to the program directors who participated in the pilot study, thanking them for their assistance and asking their help at completing the refined instrument.

Since the pilot study was limited to nine of the 28 Jesuit institutions, the majority of presidents, vice presidents for academic and student affairs or the equivalent did no receive a questionnaire. Consequently, the first order of business was to dispatch a questionnaire and an accompanying cover letter to these officials. Here again, the letter outlined the sponsor of the study, defined the goals and objectives, discussed the benefits of the study for all of Jesuit higher education; but more importantly, sought the assistance of these officials at ensuring that a questionnaire be forwarded to that office entrusted with the responsibility of providing support services to Black and Hispanic students at the institution.

Beyond soliciting the assistance of the forementioned administrators in identifying offices responsible for providing services to Black and Hispanic students, telephone calls were made to the lion's share of the 28 Jesuit institutions requesting from the operator the names, addresses and telephone numbers of programs and persons thought to be providing support services to these groups.

With addresses in hand, a letter was sent to administrators of support service program (here again, where they existed) providing information about the study. More specifically, the letter enumerated

the benefits that might be derived by students, parents, teachers, guidance counselors, etc., desirous of learning something about the resources available at a particular Jesuit institution. Equally important, the letter discussed ways in which the results of the study might better assist program directors at retaining Black and Hispanic students.

In the final analysis 26 or 92.8% of the nation's 28 Jesuit institutions participated in the main study. This number was arrived at only after the researcher made numerous attempts to get returns from each Jesuit institution. The following process sheds light on those efforts. Follow-up letters were prepared and forwarded to those institutions that did not return the questionnaire two weeks beyond the cut-off date. Further, a second questionnaire was sent out 2 weeks after the first follow-up letter. A second follow-up letter was sent 2 weeks later. After sending the institutions two questionnaires and two follow-up letters it was assumed that two of the twenty-eight institutions that had not responded were not planning to do so. Hence, a brief questionnaire was forwarded to the two directors in hopes of ascertaining specific reasons for their decision not to participate; but more importantly, to learn something about support services for Black and Hispanic students on their campuses.

Gilbert Sax (1968) offered thoughts regarding reasons why there was not a one hundred percent return on the questionnaire. He pointed

out the following "the percentages of returns to questionnaires are dependent upon a variety of factors. Among these are:

> the length of the questionnaire, the reputation of the sponsoring agency, the complexity of the questions asked, the relative importance of the study as judged by the potential respondent, the extent to which the respondents believe that his responses are important and the quality and design of the questionnaire itself."[109]

Kerlinger (1964) stated that "questionnaire returns of less than forty or fifty percent are common. Higher percentages are rare. At best, the researcher must content himself with returns as much as fifty to sixty percent."

When the completed questionnaires were returned from the study's participants, the number of responses at each interval was calculated (frequency distribution) along with the percentage of respondents at each interval. Where applicable a table was designed to assist at further analyzing and explaining the data. The content of completed questions were studied, then grouped or categorized for reporting purposes. It was deemed appropriate, in some instances, to provide verbatim information from the respondents relative to some of the open-ended questions.

The findings of the study will be discussed in the next chapter.

CHAPTER 4

FINDINGS OF THE STUDY

The primary purpose of this study was to determine the current status of support service programs for Black and Hispanic students attending the nation's twenty-eight Jesuit colleges and universities. More specifically, the study sought answers to the following questions:

- What events or circumstances led to the formation of support service programs at Jesuit colleges and universities?
- What are the characteristics of support service programs primarily serving Black and Hispanic students at Jesuit institutions?
- What, if any, future trends seem to be affecting the direction of support service programs on the nation's 28 Jesuit campuses?
- Are Black and Hispanic students succeeding at Jesuit institutions? Is the success reflected in retention and graduation rates?

As stated earlier, a subsidiary goal of the dissertation will be the introduction of the Brown Retention Model, which will include a series of elements that are essential to programmatic efforts aimed at recruiting and retaining Black and Hispanic students at predominantly white colleges and universities.

Table 1 lists the twenty-eight (28) Jesuit colleges and universities which constitute the Association of Jesuit Colleges and Universities in the United States. Further it indicates that student enrollments in these institutions, as of fall 1988 was 175,184.

In 1988, 22,936 or (13.1 percent) of all students enrolled in Jesuit colleges and universities were students of AHANA descent. Specifically, the breakdown was as follows: 8,968 students were African-American, 6,294 were Hispanic, 7,271 were Asian and 406 were Native American.

TABLE 1

NUMBER OF JESUIT COLLEGES AND UNIVERSITIES IN POPULATION OF STUDY, ACCORDING TO SIZE OF STUDENT POPULATION

INSTITUTION	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS
Boston College[o]	13,980	288	438
Canisius College[o]	4,765	169	41
Creighton University[o]	3,917	122	94
Fairfield University[o]	2,933	43	56
Fordham University[o]	7,030	283	475
Georgetown University[o]	5,798	447	298
Gonzaga University*	2,636	19	58
Holy Cross College	2,684	98	45
John Carroll University[o]	3,488	62	17
LeMoyne College[o]	2,274	91	45
Loyola College of Maryland[o]	3,123	61	46
Loyola Marymount University[o]	3,800	190	596
Loyola University of Chicago[o]	14,341	1,075	797
Loyola Univ. of New Orleans*	4,952	594	297
Marquette University[o]	12,184	365	244
Regis College*	1,100	22	88
Rockhurst College*	2,034	163	61
St. Joseph's University[o]	5,715	400	114
St. Louis University[o]	11,148	780	557
St. Peter's College[-]			
Santa Clara University[o]	2,693	79	271
Seattle University[o]	4,514	115	64
Spring Hill College*	919	27	28
University of Detroit[o]	3,206	898	53
University of San Francisco[o]	6,028	258	334
University of Scranton*	4,837	48	49
Wheeling Jesuit College*	756	8	7
Xavier University[-]			

NOTE:

o represents institutions which completed and returned the study's questionnaire and indicated that, indeed, a support service program existed on their campus for Black and Hispanic students and other students of AHANA descent.

* represents those institutions which indicated via the questionnaire that no such special support service program had been established at their institutions for Black, Hispanic and other students of AHANA descent.

- represents institutions that did not participate in study.

18 institutions (69.2 percent) indicated that program existed on their campus.

8 institutions (30.7 percent) indicated no such program existed.

2 (7.1 percent) did not participate in the study.

In an effort to provide a sequential presentation of the retrieved data, the findings of the study will be analyzed and discussed using the following broad outline.

I. The historical development of support service programs primarily service Black, Hispanic and other students of AHANA descent at Jesuit colleges and universities.

II. The structure/organization of support service programs primarily serving Black, Hispanic and other students of AHANA descent.

III. The status of personnel in support service programs at Jesuit colleges and universities.

IV. Specific services made available to Black, Hispanic and other students of AHANA descent through support service programs at Jesuit colleges and universities.

V. The financial status of support service programs at Jesuit colleges and universities.

VI. The retention and graduation rates of Black and Hispanic students vs. all students at Jesuit colleges and universities.

VII. Concerns and projections of Director of Support Service Programs primarily serving Black, Hispanic and other students of AHANA descent at Jesuit colleges and universities.

In the final analysis twenty-six (92.8 percent) of the twenty-eight Jesuit colleges and universities responded by the questionnaires deadline, and eighteen (69.2 percent) of the respondent's responded affirmatively to item number one in the questionnaire: Does your college or university have a support service program for African-American, Hispanic, Asian or Native American (AHANA) students (see Table 1). Eight (30.7 percent) of the responding institutions indicated that no such program had been established on their campus. Two (7.1 percent) Jesuit institutions decided not to participate in the study.

It should be noted that two of the universities, that had support service programs for AHANA students, indicated that their programs did not operate out of one office on campus, e.g. Loyola University of Chicago reported the presence of three distinct support service programs: The Hispanic Women's Program, Project Stars and the Office of Multicultural Affairs. Similarly, at Fordham University there were three distinct programs. Having said this, it should be made clear that the responses to some questions may be as high as twenty-two.

Historical Development of Support Service Programs at Jesuit Colleges and Universities

With respect to item nine in the questionnaire which asks for a brief synopsis of the historical development of support service programs at Jesuit institutions, the review of the literature vividly pointed out that during the latter part of the 1960's and 1970's, the American society experienced a great deal of social and political unrest. As microcosms of the larger society, college campuses were not immune from the tenor of the times. Indeed, student strikes, building takeovers,

demands for Black and ethnic studies programs as well as calls to increase Black and other persons of color in the student body and on the faculty and staff were the order of the day.

Indeed, as a result of riots in cities across the country, demands submitted by Black and White students and a more compassionate federal government, which passed such progressive legislation as Title IV of the Civil Rights Act of 1965, the nation witnessed unprecedented growths in the numbers of particularly Black students on college campuses. Clearly, as a result of Title VI the nation witnessed the launching of support service programs for first generation educationally and economically disadvantaged students, the lions share of these being Black and Hispanic. Among just a few programs that emanated from Title VI legislation were Upward Bound (for high school students), Special Services for Disadvantaged Students and Talent Search.

During the 1960's support service programs were established on several Jesuit university campuses. In fact, the study revealed that during the 1960's and 1970's, nearly half (10 of 21) or 47.5 percent of support service programs were established at Jesuit institutions while eleven (52.3 percent) of such programs were initiated during the 1980's.

Item number seven in the questionnaire raises the question: What are the goals of support service programs at Jesuit colleges and universities? Those Jesuit institutions that initiated some form of support service program for particularly Black and Hispanic students during the 1960's listed the overall goals of their program in this fashion: Boston College stated that the Negro Talent Search Program was launched in 1968 primarily "to identify and recruit talented Negro students." Georgetown University established the Community Scholars

Program in 1968 "to provide academic support to students of color." Loyola Marymount, in 1969 launched the Student Development Service Program "to provide academic support services to minority students." St. Louis University instituted the Student Education Resource Center in 1968 "to provide academic support services." In 1969 Marquette University established an Education Opportunity Program (EOP) "for culturally disadvantaged students." The University of Detroit established an Educational Opportunity Program (Project 100/Challenge) "to provide academic support service to minority students."

Among the goals of programs established in the 1970's were the following: LeMoyne College instituted its Higher Education Opportunity Program in 1970 "to provide support service to low income and underprepared students." In 1977 Loyola College of Maryland instituted its Loyola Opportunity for Youth Program (LOY) to recruit and prepare qualified minority students for leadership positions in Maryland ... In 1979 Creighton University initiated its Educational Opportunity Program which offered scholarships to a limited number of students of color.

Among the programs started during the 1980's were the following: In 1987 Fairfield University established the Office of Academic Support Services for Students of Color ... In 1984 Fordham University began to offer assistance to eligible freshman with an emphasis on persistence and graduation ... In 1985 Santa Clara University established its Student Resource Center ... In 1986 John Carroll University established the Office of Minority Affairs "to recruit and provide support services to students of color" ... Also, in 1986, Holy Cross College launched an orientation program for entering Black freshmen called "Getting Down to Business" ... In 1987, Fordham University, established The Collegiate

Science and Technology Entry Program to increase access and retention of students of color interested in pursuing careers in science and technology ... In 1989, St. Joseph University, Canisius College and The University of San Francisco, each launched programs aimed at recruiting and retaining Black, Hispanic and other students of AHANA descent (see Table 2).

Respondents who indicated that no support service programs had been established specifically for Black or Hispanic students make comments such as "... as far as I know there has never been such program at this institution ... I wish we had one." Another commented that "... various staff members have been requested to coordinate activities over the years for AHANA students, but we have not established such program at this time." Another commented, "No, we have support services and workshops that are made available to all students. We only have an orientation program for African-American students and we have a Black Student Advisor."

Major Objectives of Support Service Programs for Black and Hispanic Students at Jesuit Colleges and Universities

Based on stated responses, the major objectives of support service programs for Black and Hispanic students attending the nations 28 Jesuit colleges and universities are the following:

1. To provide academic support services to AHANA students.
2. To assist in the recruitment of AHANA students.
3. To assist in increasing campus awareness of the meaning of cultural diversity.
4. To assist in securing financial aid for AHANA students.

TABLE 2

CALENDAR YEAR IN WHICH SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT WERE LAUNCHED AT JESUIT COLLEGES AND UNIVERSITIES

Decade in Which Academic Support Programs were Inaugurated	Respondents	Percent
60's	7	33.3
70's	3	14.2
80's	11	52.3

N = 21

5. To assist in creating and maintaining a campus environment in which AHANA students can succeed.

6. To conduct community outreach programs.

7. To assist with job placement after graduation and/or to assist AHANA students with graduate professional school information.

Some of the respondents also listed the following program objectives: To enroll and graduate low-income or first generation students who do not meet regular college admissions norms, but who demonstrate the potential to succeed in college. To improve the retention and graduation rates of low-income, first generations and handicapped students. To provide supportive services and scholarships that will enable Hispanic women to earn a bachelors degree and become leaders in their work place and community. To utilize the talents of outstanding AHANA senior students to function as role models and to provide peer counseling and peer tutoring. To disseminate information, e.g. about scholarships, jobs and special events. To promote campus-wide multicultural programs and special events as well as to sponsor programs for developing student leadership skills.

Titles Currently Used to Identify Support Service Programs at Jesuit Colleges and Universities

With respect to item number five in the questionnaire which asks for the title of the program, it would appear that the most common title used to identify support service programs for Black, Hispanic and other students of AHANA descent at Jesuit colleges and universities is the Office of Minority Affairs. Among other titles used to identify such programs are as follows: Higher Education Opportunity Program (HEOP), Student Support Services Office, Office of AHANA Students Program, Office

of Multicultural Student's Services, Community Scholars Program, Student Educational Services Center, Loyola Opportunity for Youth Program (LOY), Office of Multicultural Affairs, Office of Student Development Services, Hispanic Women's Project, Project 100/Challenge, Project Stars (Students Together Are Reaching for Success), and Educational Opportunity Program (EOP).

Students Served by Support Service Programs at Jesuit Colleges and Universities

In response to item number three which asks which ethnic groups were primarily served by support service programs, the data clearly revealed that the three primary groups for whom the program services had been targeted were: African-Americans, Hispanic and Asian American students. Fifty-four percent of the respondents indicated that their programs had also been established to provide services to Native-American students and 10 or forty-five percent of the respondents indicated that their programs had also been established to serve: International students, disabled, Caucasian, Anglo-American or for that matter any "disadvantaged" student regardless of gender or ethnicity (see Table 3).

Of the 22 respondents, seven (31.8) stated that participation in the program was mandatory for a select group of students generally those deficient in the basic areas of math and English. On the other hand, 68.1 percent did not attach the stipulation that participation was mandatory (see Table 4).

TABLE 3

GROUPS PRIMARILY SERVED BY SUPPORT SERVICE PROGRAMS FOR AHANA STUDENTS AT JESUIT INSTITUTIONS

STUDENTS	RESPONDENTS	PERCENT
Black	19	86.3
Hispanic	20	90.9
Asian-American	17	77.2
Native American	12	54.5
Others	10	45.4

N = 22

NOTE: Ten of the respondents indicated that other students at their respective institutions were also able to utilize the services of the academic support program, e.g. International, disabled, Caucasian or Anglo students, etc.

TABLE 4

SUPPORT SERVICE PROGRAMS AT JESUIT COLLEGES AND UNIVERSITIES: REQUIREMENT THAT SELECT STUDENTS PARTICIPATE IN THE PROGRAM

Programs with Mandatory Participation Stipulations	Respondents	Percent
Yes	7	31.8
No	15	68.1

N = 22

The Organizational Structure Found Within Support Service Programs for AHANA Students at Jesuit Colleges and Universities

A review of the organizational charts, of the twenty-two programs that responded, revealed several structures within support service programs. However, if there is a prototypical structure it is the model found in Table 4. As would be suspected, budgets determine the kind and number of positions available from program to program. In light of budgetary constraints some programs reported not having an assistant director.

With respect to item number sixteen in the questionnaire which seeks to get at reporting lines, nineteen (86 percent) of the twenty-two respondents indicated that the program director reported to a person at the Vice President's level. And as shown in Table 5 the person was generally a vice president for academic or student affairs. Hence, the program director and a person at the vice president's level determine policy regarding fiscal matters and the functioning of the program. The respondents indicated that for the most part (12 of 22) that the ethnic background of the program director was African-American. Six of twenty-two noted that their program director was an Anglo-American. Two directors were of Spanish-speaking descent and two were Asian-Americans.

The Status of Personnel Employed in Support Service Programs

Nine (40.9 percent) of the twenty-two respondents, as shown in Table 6, indicated that ten or more people were employed in their support service program. Five (22.7 percent) noted that four to six people were employed. Five (22.7 percent) noted that three or fewer people were

TABLE 5

ORGANIZATIONAL STRUCTURE OF SUPPORT SERVICE PROGRAMS
PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT

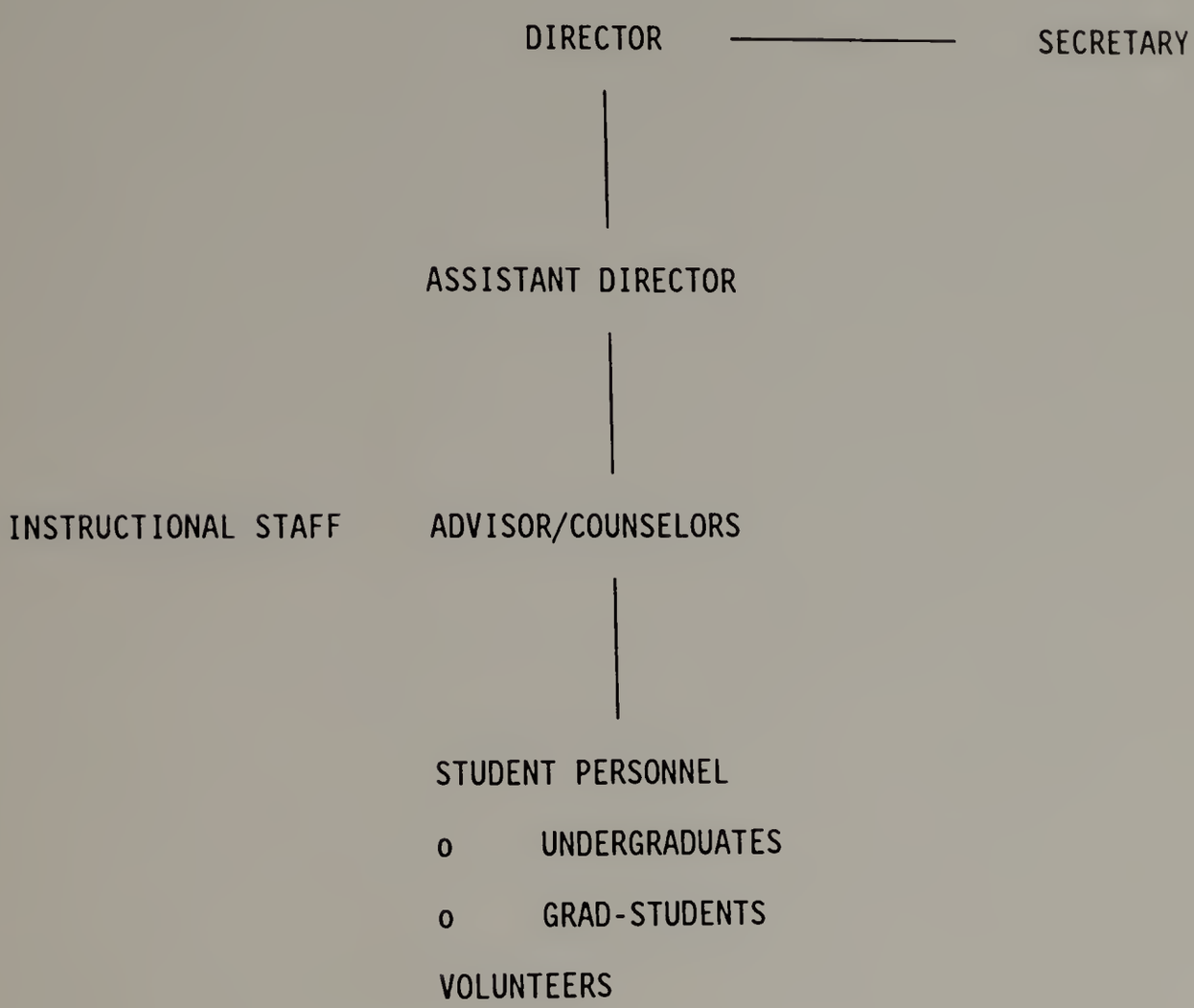

TABLE 6

PERSONNEL EMPLOYED IN SUPPORT SERVICE PROGRAMS
PRIMARILY SERVING BLACKS, HISPANICS AND OTHER
STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Sum of Personnel Employed in Programs	Respondents	Percent
Three or below	5	22.7
Four to six	5	22.7
Seven to nine	3	13.6
Ten or more	9	40.9

N = 22

employed. And three (13.6 percent) indicated that seven to nine people were employed.

For the most part, as shown in Table 7, only two or three people comprised the full-time staff in most programs. This, according to eight (38.0 percent) of the respondents. Six (28.4 percent) indicated that full-time personnel numbered somewhere between four to seven people. Four (19.0 percent) respondents noted that one or fewer were employed as full-time personnel. Where there was one or fewer persons responsible for the program, it meant that the person had other responsibilities in the university. Three respondents (14.2 percent) indicated that eight or more people, who most likely were graduate students, were employed on a full-time basis.

With respect to part-time personnel, seven (41.1 percent) of seventeen respondents indicated that one or two people were employed in the program on a part-time basis. Five (29.4 percent) indicated that eight or more people were employed on a part-time basis. Two (11.7 percent) indicated that seven part-time staff were employed and two respondents (11.7 percent) also noted that three or four staff were employed on a part-time basis. Only 1 respondent indicated that no part-time personnel were employed by the program (see Table 7).

Regarding full-time professional staff employed in support service programs, the data revealed, that thirteen (61.9 percent) of 21 respondents indicated that three or fewer professional staff (including the director) were employed. Four (19.0 percent) of the respondents, indicated that four to six full-time professional staff were employed. Three (14.2 percent) respondents indicated that ten or more full-time

TABLE 7

STAFF EMPLOYED ON A FULL-TIME AND PART-TIME BASIS IN SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Number of Staff	FULL-TIME		PART-TIME	
	Respondents	Percent	Respondents	Percent
None	2	9.5	1	5.8
One	2	9.5	4	23.5
Two	4	19.0	3	17.6
Three	4	19.0	1	5.8
Four	2	9.5	1	5.8
Five	1	4.7	0	
Six	2	9.5	0	
Seven	1	4.7	2	11.7
Other	3*	14.2	5*	29.4

N = 21

* Respondents (3) in the category designated other indicated that on the average 14 people were employed in their programs on a full-time basis

** Respondents (5) indicated that on the average 14 people were employed on a part-time basis

professional staff were employed. And one (4.7 percent) indicated that the full-time staff varied from seven to nine persons (see Table 8).

Eleven (55 percent) of 20 respondents stated that, for the most part, their secretarial or clerical staff consisted of one person. Three (15 percent) indicated that the clerical staff consisted of three people. Two (10 percent) indicated that the clerical staff consisted of five people. One (5 percent) indicated that two clerical persons were employed. One (5 percent) indicated that four clerical persons were employed and two (10 percent) noted that no full-time clerical person was employed (see Table 9).

Eight(47.0 percent) of seventeen respondents (17) indicated, that seven or more students (both undergraduate and graduate students) were employed by the program on an hourly basis. Four (23.5 percent) respondents stated that only one student worked in the program. Three (17.4 percent) respondents indicated that from two to four students were employed and two (11.7 percent) noted that no students were employed (see Table 10).

Degrees Required of Professional Staff Working in Support Service Programs Primarily Serving Black, Hispanic and Other Students of AHANA Descent at Jesuit Colleges and Universities

The study revealed that counselors/advisors employed by support service programs were required to hold a minimum of a bachelors degree. In some programs counselors were required to hold a masters' degree. Eighteen (90.0 percent) of the 20 respondents indicated that a bachelors or masters degree was required. Two (10.0 percent) respondents indicated that a degree was not necessary for these positions (see Table 11).

TABLE 8

NUMBER OF PROFESSIONAL STAFF EMPLOYED IN SUPPORT SERVICE PROGRAMS FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Number of Professional Staff Employed	Respondents	Percent
Three or fewer	13	61.9
Four to six	4	19.0
Seven to nine	1	4.7
Ten or more	3	14.2

N = 21

TABLE 9

CLERICAL STAFF EMPLOYED IN SUPPORT PROGRAMS FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Number of People Comprising the Clerical Staff of Support Service Programs	Respondents	Percent
None	2	10.0
One	11	55.0
Two	1	5.0
Three	3	15.0
Four	1	5.0
Five or more	2	10.0

N = 20

TABLE 10

STUDENTS EMPLOYED IN SUPPORT SERVICE PROGRAMS FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Number of Students Generally Employed by Programs	Respondents	Percent
None	2	11.7
One	4	23.5
Two	1	5.8
Three	1	5.8
Four	1	5.8
Five	0	0
Six	0	0
Seven or more	8	47.0

N = 17

TABLE 11

ACADEMIC PREPARATION REQUIRED FOR COUNSELOR/ADVISOR POSITIONS IN SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Programs Requiring a College Degree	Respondents	Percent
Yes	18	90.0
No	2	10.0

N = 20

Types of Services Made Available to Black, Hispanic and Other Students of AHANA Descent Through Support Service Programs

Item number nineteen in the questionnaire raises the question: What types of services are directly provided by support service programs at Jesuit institutions? Twenty-one (95.4 percent) of 22 respondents indicated that personal counseling was made available to students served by their programs. Eighteen (81.8 percent) of these respondents indicated that their programs provided academic advising and career counseling. In addition, fifteen (68.1 percent) respondents stated that their programs monitored the academic performance of its students, provided tutorial assistance, and some form of an orientation program. Moreover, fifteen (68.1 percent) of the respondents indicated that their offices provided additional services. Among these are peer counseling, social and cultural programming, leadership training workshops and advisement to a select group of student athletes (see Table 12).

In summary, it appears that the lion's share of Jesuit institutions provide an array of support services to AHANA students. More specifically, these services appear to be the following: personal counseling, academic advisement, career counseling, tutorial assistance, orientation programs, social and cultural enrichment programs, and academic performance monitoring.

Orientation Programs
Beginning of the Academic Year

Item twenty-nine in the questionnaire asked if programs sponsored orientation programs for incoming students at the beginning of the academic year. And, if so, for what group of students? Fifteen (71.4 percent) of 21 respondents pointed out that their offices sponsored a

TABLE 12

SUPPORT SERVICES PROVIDED BY PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES ACCORDING TO PRIORITY LISTING

Support Services	Respondents	Percent
Personal Counseling	21	95.4
Academic Advising	18	81.8
Career Counseling	18	81.8
Tutoring Assistance	15	68.1
Orientation Sessions	15	68.1
Academic Tracking	15	68.1
Other Services and Assistance*	15	68.1

N = 22

NOTE*: Other services and assistance included: Social and cultural programming, special events, special academic skill building seminars, leadership workshops, etc.

freshman orientation program for primarily Black, Hispanic and other students of AHANA descent at the beginning of the academic year. On the other hand, six (28.5 percent) of the respondents indicated that their program did not have an orientation component (see Table 13).

Summer Programs

Question thirty-one pertained to summer orientation programs. On this score, eight (40.0 percent) of 20 respondents indicated that their offices sponsored a special summer orientation program for entering AHANA freshman. Conversely, twelve (60. 0 percent) of the respondents indicated that no such program was made available to entering students. These special summer orientation programs appear to be primarily designed to orient new students to the university, and address areas where students may be academically deficient, e.g. math and English. Boston College stated that their summer orientation was designed "... to strengthen students academic skills in order that they will be better prepared for Boston College in the fall. The summer program also served as a foundation from which AHANA students were assisted in their transition to a predominantly white campus." (see Table 13).

Academic Skills Building Courses Provided by Support Service Programs During the Academic Years

Seventeen (80.0 percent) of 21 respondents pointed out that beyond a full range of support services, e.g. personal counseling, academic advisement, performance monitoring, etc., their programs provided academic skills building courses during the academic year. Among the courses are the following: English, math, college reading improvement,

TABLE 13

ORIENTATION PROGRAM FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Colleges/Universities with Beginning of Academic Year Orientation Program	Respondents	Percent
Yes	15	71.4
No	6	28.5

N = 21

Colleges/Universities with Summer Orientation Program	Respondents	Percent
Yes	8	40.0
No	12	60.0

N = 20

time and budget management and career counseling. Four (19.0 percent) of the respondents stated that their programs did not offer such courses during the academic year (see Table 14A). Nineteen (90.4) percent of the 21 respondents indicated that, although these academic skills building courses are required for some students e.g. students whose academic preparation is weak or whose native tongue is not English, these courses are not offered for regular university credit. On the other hand, two respondents indicated that their skills building courses were offered for regular university credit (see Table 14B).

Twelve (60 percent) of 20 respondents, indicated that in addition to academic skills building courses, their programs offered seminars and workshops and/or sponsored special events such as: prejudice reduction workshops, guest lecturers, leadership development and decision-making seminars. On the other hand, 40 percent of programs said that they did not offer such workshops or seminars (see Table 15).

Eighteen (85.7 percent) of 21 respondents, indicated that their program collaborated or worked jointly with other academic departments in sponsoring academic skills building courses, seminars and/or workshops. Three (14.2 percent) of 21 such respondents stated that they did not work along with other departments. Among the types of courses offered through the aforementioned arrangements were the following: study skill seminars for students placed on probation, workshops on how to use an academic advisor, study skills, time management, internships and preparation for graduate and professional school (see Table 16).

Fourteen (66.6 percent) of 21 respondents indicated that when their courses were co-sponsored by another academic department, non-program participants were allowed to enroll, on a limited basis, providing they

TABLE 14A

ACADEMIC SKILLS COURSES OFFERED IN SUPPORT PROGRAMS FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Programs Offering Academic Skills Courses, Seminars and Workshops On a Non-credited Basis	Respondents	Percent
Yes	17	80.9
No	4	19.0

N = 21

TABLE 14B

Academic Skills Building Courses, Offered for Academic Credit	Respondents	Percent
Yes	2	10.5
No	19	89.4

N = 21

TABLE 15

ACADEMIC RELATED ACTIVITIES OFFERED IN SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Programs Offering Academic Activities: Workshops, Seminars, etc. Exclusive of Basic Skills Courses in English, Math	Respondents	Percent
Yes	12	60.0
No	8	40.0

N = 20

TABLE 16

SUPPORT PROGRAMS THAT WORK JOINTLY WITH OTHER ACADEMIC DEPARTMENTS IN SPONSORING SKILL BUILDING COURSES AND OTHER ACADEMIC RELATED WORKSHOPS AND SEMINARS

Sponsored Joint Courses, Seminars and Workshops	Respondents	Percent
Yes	18	85.7
No	3	14.2

N = 21

had been granted special permission by a dean and the support service program director. However, seven (33.3 percent) of the respondents indicated that, with very few exceptions, non-program participants were not allowed to enroll in program's courses, seminars or workshops.

Groups Utilizing Support Service Programs at Jesuit Colleges and Universities

Item thirty-eight in the questionnaire sought to determine the target groups served by support service programs. Twenty-one (95.4 percent) of the 22 respondents indicated that their services were designed for freshmen. Seventeen (77.2 percent) of the respondents noted that their program services were designed for upperclassmen. Four (18.1 percent) indicated that graduate students were invited to utilize their program services and three (13.6 percent) indicated that student-athletes, students with learning disabilities and veterans were also able to access the program's services (see Table 17).

Question twenty-six asked about the numbers of students served by support service programs. Twelve (54.5 percent) of the 22 respondents, indicated that their programs served 200 or more students throughout the academic year. Five (22.7 percent) of the respondents indicated that the program served 100 to 149 students through the school year. Three (13.6 percent) of the respondents noted that their programs served between 150 to 199 students. One program (4.5 percent) served 50 to 99 students and one served 49 or less students during the academic year. Hence, it can be concluded that twenty (90.9 percent) of the 22 support service programs served 100 or more students throughout the year. And two (9.0

TABLE 17

SERVICES DESIGNED FOR THE FOLLOWING CLASS RANK OF STUDENTS IN SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Services Designed for the Following Class Rank of Student	Respondents	Percent
Freshmen	21	95.4
Upperclassmen (Soph/Jr/Sr)	17	77.2
Graduate	4	18.1
Others	3	13.6

percent) programs served 99 or fewer students during the school year (see Table 18).

With respect to the percentage of African-American and Hispanic students that actually utilize the resources of support service programs at Jesuit colleges and universities, ten (62.5 percent) of 16 respondents indicated that less than fifty percent of the eligible African-American students took advantage of the program's services. Thirteen (76.4 percent) of the respondent indicated that less than fifty percent of the Hispanic students utilized their services. Six (37.5 percent) indicates that slightly more than fifty percent of the eligible African-American males on their campus utilized services provided by their offices. And four (23.5 percent) respondents noted that fifty percent or more of the Hispanic students, eligible for support services, took advantage of them (see Table 19).

The Financial Status of Support Service Programs Serving Primarily Black, Hispanic and Other Students of AHANA Descent at Jesuit Colleges and Universities

Question number ten sought to get a sense of budgets of support service programs. Ten (45.4 percent) of twenty-two respondents indicated that their current budget allotment (89-90 academic year) was approximately 180,500. Eight (36.3 percent) of the respondents indicated that their budgets were in the range of 50,000 to 100,000. Four (18.1 percent) of the respondents indicated that their budgets were in the range of 25,000 and 49,999 (see Table 20).

Sixteen (72.7 percent) of twenty-two respondents indicated that their respective colleges or universities were the primary funding sources for their program. On the other hand, four (18.1 percent)

TABLE 18

THE NUMBER OF STUDENTS SERVED BY SUPPORT PROGRAMS FOR BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

The Approximate Number of Students Served by The Programs	Respondents	Percent
49 or below	1	4.5
50 to 99	1	4.5
100 to 149	5	22.7
150 to 199	3	13.6
200 or more	12	54.5

N = 22

TABLE 19

PERCENTAGE OF THE TOTAL POPULATION OF BLACK AND HISPANIC STUDENTS WHO ACTUALLY UTILIZE THE SERVICES OF SUPPORT SERVICE PROGRAMS AT JESUIT COLLEGES AND UNIVERSITIES

Black Students	Respondents	Percent
49% or below	10	62.5
50% and above	6	37.5

N = 16

Hispanic Students	Respondents	Percent
49% or below	13	76.4
50% and above	4	23.5

N = 17

TABLE 20

BUDGET RANGE OF SUPPORT SERVICE PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Budget Range	Respondents	Percent
$25,000 to 49,999	4	18.1
$50,000 to 100,000	8	36.3
$100,000 plus	10*	45.4

N = 22

* The average budget for the ten college and universities in this category was $180,500.

respondent indicated that an average fifty percent of the program's budget came from the federal government. One program (4.5 percent) indicated, that the lion's share of its funds came from the State Department of Education. And similarly, another indicated that its funding came largely from corporation and foundation donations (see Table 21).

Eight (50.0) of sixteen respondents indicated that 25 percent or below of their program's budget was allocated for program services and activities, excluding salaries. Eight (50.0 percent) respondents indicated that twenty-six percent or more of their program budgets were allocated for salaries. Thus, for the most part, program budgets were primarily designated for salaries of program personnel and not for program activities.

Nineteen (86.3 percent) of the twenty-two respondents indicated that for the next academic year, they did not expect to see a decrease in their program budget. In fact, they expected at least a five percent increase. Only three (13.6 percent) of the twenty-two respondents indicated that they expected a small (4 to 5 percent) decrease in the allocation for the upcoming year (see Table 22).

Retention Rates at Jesuit Colleges and Universities

On the issue of retention, item 46, only seven (31.8 percent) of twenty-two respondents provided information the retention of Black, Hispanic and all students at their respective institutions. Other respondents indicated that they were unable to provide retention figures. However, where this information was provided, it was clear that the rates for African-American and Hispanic students were not dramatically

TABLE 21

PRIMARY FUNDING SOURCES OF SUPPORT SERVICE PROGRAMS AT JESUIT COLLEGES AND UNIVERSITIES

Primary Funding Sources	Respondents	Percent
The College or University	16	72.7
The Federal Government (U.S. Dept. of Education)	4	18.1
The State Department of Education	1	4.5
Foundation/Corporation	1	4.5

N = 22

TABLE 22

ANTICIPATED BUDGET CHANGES FOR THE 89-90 ACADEMIC YEAR IN PROGRAMS PRIMARILY SERVING BLACK, HISPANIC AND OTHER STUDENTS OF AHANA DESCENT AT JESUIT COLLEGES AND UNIVERSITIES

Anticipated Budget Changes for the 89-90 Academic School Year	Respondents	Percent
Yes, expected 4-5% decrease	3	13.6
Yes, expected 4-5% budget increase	19	86.3

N = 22

different from the rates of all students at the institution. It should be mentioned, however, that the period in which a noticeable difference begins to occur in the retention rates of Blacks, Hispanic and other students at the institution is at the close of the junior year (see Table 23).

By the close of the fourth year, the retention rate for Black and Hispanic students was virtually identical at 68.8 and 69.0 percent respectively. In the light of a national attrition rate among Black and Hispanic students which hovers around sixty percent at the close of four years, as compared to an overall retention rate for all students at 40-50%, it can be concluded that support service programs primarily serving Black, Hispanic and other students of AHANA descent at Jesuit colleges and universities are making a difference at retaining these students.

It must be pointed out that the majority of respondents, for an assortment of reasons, appeared to be hesitant to provide data pertaining to the retention of Black and Hispanic students on their campus. It also appears that some institutions had not collected or kept track of such data.

Graduation Rates for Black and Hispanic Students at Jesuit Colleges and Universities

With respect to graduation rates, item 47, data submitted by 10 (45.4 percent) of twenty-two respondents revealed, as shown in Table 24, that rates for Black and Hispanic students over, a five year period, were virtually identical to the rates for all students at the institution. Again, this suggests that as a result of the provision of support services, Black and Hispanic students are able to graduate in a time

TABLE 23

RETENTION RATES FOR BLACK, HISPANIC AND ALL AHANA STUDENTS AT JESUIT COLLEGES AND UNIVERSITIES (BASED ON TEN RESPONDENTS)

End of Freshman Year	Percent
All students	91.6
Black students	91.1
Hispanic students	86.5

End of Sophomore Year	Percent
All students	84.8
Black students	80.0
Hispanic students	80.5

End of Junior Year	Percent
All students	82.8
Black students	76.0
Hispanic students	73.3

End of Senior Year	Percent
All students	76.6
Black students	68.8
Hispanic students	69.0

TABLE 24

GRADUATION RATES OF BLACK, HISPANIC AND ALL OTHER STUDENTS
AT JESUIT COLLEGES AND UNIVERSITIES WITHIN A FIVE-YEAR PERIOD

All Students	Average Percent	72.9
Black Students	Average Percent	71.7
Hispanic Students	Average Percent	72.2

N = 10

period comparable to other students. Moreover, it can be concluded that support service programs, especially designed to respond to the needs of students who are at-risk educationally, are accomplishing the objectives of graduating these students.

Methods of Assessing the Effectiveness of Support Service Programs Primarily Serving Black, Hispanic and Other Students of AHANA Descent at Jesuit Colleges and Universities

Item number forty-four asked program directors if they had a means of assessing their program's effectiveness. Fourteen (82.3 percent) of the seventeen respondents indicated that, yes, they did have a method or way of assessing their effectiveness. The majority of respondents (14 of 17) indicated that the primary means of assessing their effectiveness was by receiving student and staff feedback through various surveys or questionnaires conducted by the program itself periodically (see Table 25).

Among some of the specific comments that respondents gave about program assessment were the following: "Each semester program participants and staff are requested to complete a questionnaire on the effectiveness of the program services," "students are interviewed on an on-going basis about the program services," "Program staff are requested to provide feedback on the program services on a periodic basis." One respondent indicated that the Provost's office evaluated the program every five years. Other respondents indicated that: "Evaluators from the State Department of Education conduct formal evaluations of the program." "The program is evaluated by formal surveys, e.g. the ACT Survey of Student Services and Academic Advising."

TABLE 25

SUPPORT SERVICE PROGRAM EVALUATION OR ASSESSMENT METHODS OR PROCEDURES

Programs with Evaluations Methods or Procedures	Respondents	Percent
Yes	14	82.3
No	3	17.6

N = 17

Faculty Attitudes Towards Support Service Program Primarily Serving Black, Hispanic and Other Students of AHANA Descent at Jesuit Colleges and Universities

The directors of support service programs at Jesuit colleges and universities expressed the following sentiments regarding faculty attitudes toward services provided by their offices:

- Some faculty members are uninformed about what the program does and its purpose on campus.
- Faculty members at our campus have mixed feelings and views about our program.
- I have received little faculty response about our program.
- Some faculty members are positive others believe that the program is for Black students only.
- Faculty at our institution are pleased with our program because of the services that are provided to AHANA students.
- I believe that the majority of faculty members have positive impressions of the services provided by the program. However, a few faculty possess a negative image of our students, e.g. program participants are lowering the standards of our school.
- Faculty members, generally, have favorable views of the program. They seem to appreciate the work-ethic that we instill in the students, as well as the genuineness of our concern for our students' welfare.
- Many faculty are not aware of the programs existence.
- Some faculty see the services of the program as favorable and additive, while other view them as necessary evil and a place that ends up segregating students from the overall student body.
- Each year we distribute a survey to faculty and staff to have them assess our services. However, there are still those (faculty/staff) who don't know all that we attempt to do with program participants.

Ways of Sensitizing Faculty/Staff to Support Serving Programs Primarily Serving Black, Hispanic and Other Students of AHANA Descent as Jesuit Colleges and Universities

- The directors of support service programs offered the following as ways they have attempted to sensitize faculty and staff to issues related to Black, Hispanic and other students of AHANA descent.

- Had program staff communicate, personally, with faculty/staff.
- Sponsored multicultural special events.
- We encourage AHANA students, where possible, to explain the purpose of the program to faculty/staff.
- Sponsored AHANA student panel discussions which provided an opportunity for program students to discuss their perceptions of their colleges experiences with faculty/staff.
- Co-sponsored workshops with faculty on alternative teaching strategies.
- Worked with faculty in curriculum revision workshops.
- Attended academic department meetings to explain the program.
- Forwarded program news and other reports to faculty/staff.
- Intermingled with faculty/staff at selected special events and activities on campus.

Internal Problems and Concerns Confronting Support Service Programs Primarily Serving Black, Hispanic and Other Students of AHANA Descent at Jesuit Colleges and Universities

The directors of support service programs commented that they were confronted with a variety of crucial internal concerns and problems. Among these are the following:

- There is a need for additional funds, so that additional staff may be hired to better serve program participants.
- Additional office equipment, e.g. a computer, a word processor, etc. desperately needed.
- The challenge of helping program students recognize and accept their responsibility in a pluralistic society.
- Getting program participants to take maximum advantage of program resources. Some students regard receiving academic assistance as an admission of intellectual inferiority.
- The stamina of staff to sustain energies and drive under incredible odds and pressure.
- There is a lack of clear identity of our program on our campus and a lack of publicity of who we are and what we do.

- The program is not mandatory for at risk students and the program's location is out of the way of student traffic.
- Adequate, as well as private office space is needed.
- More student participation in the program in terms of utilizing services offered as well as the need to recruit and employ more qualified staff.

External Problems and Concerns Confronting Support Service Programs Primarily Serving Black, Hispanic, and Other Students of AHANA Descent

The directors of support service programs commented that they were faced with a variety of external problems and concerns. Among verbatim comments are the following:

- There is a definite lack of campus support and commitment to the program.
- Additional program funds are desperately needed.
- Our office needs linkage to the university's main computer system.
- The challenge of the institution in becoming a multicultural institution of higher education.
- Attempting to make sure that everyone at the university understands that the program will benefit the entire university.
- The acknowledgement and needed funding for a full-time staffed minority affairs office.
- The view that some have that such programs are unnecessary, discriminatory and handicapping.
- Lack of respect for the value of diversity on campus. And the prevailing attitude is that all students want to be Euro-American. There is little recognition of the value of having different viewpoints and cultures on campus.
- There is a serious problem in not recruiting Black students and especially Black males.
- We will experience a serious budget cut.
- Some high school counselors fear the cost or debt that their seniors may face in attending a Jesuit university.

- The problem of inter-institutional coordination of various programs because of different academic calendars and diversity in the priority of program objectives.

- Sometimes, negative images or remarks by some people on campus becomes our most difficult problem.

- A few faculty members often make critical or negative comments about our program students. And sometimes some high school counselors perceive the program as a program for slow learners.

- We need more office space in a centralized area on campus to properly serve such a large number of program participants.

- The program could use a little more cooperation, even though it is a relatively new.

- The university at-large lacks and understanding of who we are, what we do and why we exist.

- The university, on the whole, does not assist AHANA students in feeling a genuine part of the university community via curriculum choices, role models and mentors of color and in activities along a multicultural vein.

- In spite of all of our efforts to let the university community know about our learning assistance activities, there is still a group on campus who say they don't know what we do.

Director's Perspectives on Future Direction of Their Support Service Programs

When asked to give their opinions about future directions of their programs, the directors offered the following verbatim comments:

- Because of the proposed increase in the number of minority group students who will enter higher education in the 21st century, colleges and universities will need to sharpen up their support services for these students. And also, provide training for faculty which will enable them to work much more effectively with this new student population.

- Optimistically, I see our academic support program growing into a center which will involve increasing the programs budget, staff and services. I also envision there being more of an impact in the area of curriculum and policy making with a more pluralistic focus.

- I am uncertain about the program's future, there appears to be a commitment to academic support services, but money and administrative clout is lacking.

- There appears to be a lack of commitment from the university regarding future funding of the program.

- There is every indication that the college will continue its strong support of the program. In addition, the college may expand the academic support services program for the general student body.

- The program will most likely grow, but that is predicated on AHANA student enrollments at the university.

- We would like to continue what we've been doing programmatically. And be able to identify and serve all students who need to be served. We want to make certain that we will have the resources, fiscal and otherwise, to continue to operate.

- We would like to see our program services continue to expand.

- We would like to see more discussions on campus, by all members of the community, of the value of a multicultural education.

- We plan to seek federal funding for our academic support program.

- Program expansion will depend upon future funding.

- The program's immediate future looks promising.

- At this time, the university is not preparing for the changing racial/ethnic demographics which are being predicted. New strategies for recruitment and retention must be established.

- The program is currently growing.

  Our future direction will be determined by how well we answer the question: How do you go about developing and preparing leadership for a multicultural society?

- We will strive to provide a more precise role in the leadership of minority students and to articulate in a more precise manner the concept of personal responsibility.

- We will keep working towards the slow climb to legitimacy and institutionalization of our program.

A summary of the findings of the study, conclusions, recommendations and the introduction of the Brown Retention Model will be discussed in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The first section of this chapter restates the problem. The second section is a summary of the procedures, and third is a summary of the findings. The conclusions reached are discussed in the fourth section. The fifth section relates to recommendations for practice and future research. As was pointed out earlier, an epilogue has been added to the dissertation. Its purpose will be to introduce the Donald Brown Retention Model: A series of elements that are essential to recruiting and retaining Black and Hispanic students in predominantly White colleges and universities.

Restatement of the Problem

The primary purpose of this study was to determine the extent to which support service programs are available to Black and Hispanic students attending the nation's twenty-eight Jesuit colleges and universities. More specifically, the objective of the study was to ascertain answers to the following questions.

- What events or circumstances led to the formation of support service programs at Jesuit colleges and universities?
- What are the characteristics of support service programs at Jesuit institutions? What, if any, future trends seem to be affecting the direction of support service programs on the nation's 28 Jesuit campuses?
- Are Black and Hispanic students succeeding at Jesuit institutions? If so, is this success reflected in retention and graduation rates?

Summary of Procedures

The population of the study consisted of the nation's 28 Jesuit colleges and universities. Since twenty-eight is a relatively modest number of institutions, when one considers that there are more than 3,000 colleges and universities across the United States, it was determined that the entire population, rather than a random sample would be included in the study.

Because the study sought to determine the current status of support service programs at Jesuit colleges and universities, the survey method of inquiry was thought appropriate. Moreover, because the participants of the study were scattered throughout the country, from Boston to Spokane, Washington, the technique deemed most appropriate for collecting data was a mailed questionnaire.

Before the final version of the questionnaire was constructed, a rough draft copy was sent to nine, or slightly more than one-third, of the nation's 28 Jesuit institutions asking their participation in a pilot study. The recipients of the questionnaire were the president of the institution, the vice president for academic or student affairs and the directors of support service programs, the majority of whom were known by the researcher.

The rationale for forwarding the questionnaire to the president of the institution was two-fold. First, to inform him that a study of support services for Black and Hispanic students at Jesuit institutions was underway and secondly to ask his assistance at ensuring that the office or person entrusted with overseeing the delivery of support services, if a person or office existed, complete and return the questionnaire in a timely fashion. Along similar lines, because support

service programs, generally come under the auspices of Vice Presidents for Academic or Student Affairs at most institutions, it was thought prudent to forward a copy of the questionnaire to these officials. As in the case of the president, the letter outlined the goals of the study and discussed its benefits to their respective institutions. Accompanying the questionnaire was a request that the Vice Presidents forward the questionnaire to the appropriate person or office for completion. Further, there was a request that the name, address and telephone number of the individual or office entrusted with overseeing the delivery of support services to Black and Hispanic students be forwarded to the researcher.

It should be pointed out that the researcher knew some of the directors at the pilot study institutions, having become acquainted at one of the annual meetings of the Association of Jesuit Colleges and Universities - Conference of Minority Affairs. The objective of this organization is on bringing together persons of color who work at Jesuit colleges and universities to discuss issues related to the retention of AHANA students.

In the end, seven (78 percent) of nine of the twenty-eight institutions returned the rough draft copy of the questionnaire. In virtually each instance the respondents stated that the questionnaire was well constructed and understood. Moreover, a few participants gave helpful comments regarding the need to include or to exclude certain items and/or to rephrase some of the wording. After giving the comments careful attention the final version of the instrument was constructed.

Insofar as the pilot study was limited to nine of the twenty-eight institutions, the majority of presidents and vice presidents for academic and student affairs had not received the questionnaire. Consequently, it was necessary to forward a questionnaire and accompanying cover letters to these officials. The letter outlined the sponsor of the study, enumerated the goals and objectives of the study, and discussed the benefits of the study for all of the Jesuit higher education. More importantly, the letter sought the assistance of these officials at ensuring that a questionnaire would be forwarded to that person or office entrusted with the responsibility of providing support services to Black and Hispanic students at the institution.

In addition to seeking the help of the aforementioned administrators in identifying offices responsible for providing services to Black and Hispanic students, telephone calls were made to a host of institutions requesting from the operator the names, addresses and telephone numbers of persons or programs thought to be providing support services to these groups. With addresses in hand, a letter was sent to administrators of support service programs, where they existed, informing them of the study. More specifically, the letter outlined the benefits of the study for students, parents, teachers, guidance counselors, etc., who wanted to learn something about support services available to Black and Hispanic students at a particular Jesuit institution.

In the final analysis, 26 or 92.8% of the nation's 28 Jesuit institutions participated in the main study. This number was arrived at only after the researcher made numerous attempts to get returns from each Jesuit institution. The following process sheds light on those

efforts. Follow-up letters were prepared and forwarded to those institutions that did not return the questionnaire two weeks after the cut-off date. Further, a second questionnaire was sent out two weeks after the first follow-up letter. A second follow-up letter was sent two weeks later. After sending the institutions two questionnaires and two follow-up letters it was assumed that the two institutions that had not responded were not going to do so. In light of this reality, a brief questionnaire was forwarded to the program directors in hopes of ascertaining specific reasons why they decided not to participate in the study. And equally important, the follow-up questionnaire, albeit brief, sought to learn something about support services on those two campuses.

Summary of Findings

The study revealed that, for the most part, support services programs do currently exist on the nation's twenty-eight Jesuit college and university campuses. The target group for these programs, by and large, are Black, Hispanic, Asian and other students of AHANA descent. Contrary to an hypothesis advanced at the outset of the study, which suggested that support service programs at Jesuit institutions came into existence during the 1960's and early 1970's, the majority of support service programs did not arrive at the lion's share of Jesuit institutions until the latter part of the 1970's and continuing into the 1980's.

The late arrival of support programs on Jesuit campuses ran counter to a national trend that witnessed unprecedented increases in the number of especially Black enrollments on college campuses during

the late sixties and early seventies. Said growth, which necessitated the establishment of support systems for especially at-risk students, was made possible by riots in the streets of America, by social unrest on college campuses, and by the federal government which, through the enactment of such progressive social legislation as Title VI of the civil rights act of 1965, had at the height on its list of priorities, the education of first generation, educationally and economically disadvantaged students.

For the most part, support service programs, designed primarily to serve Black, Hispanic and other students at AHANA descent on Jesuit campuses are funded solely by the college or university itself. With very few exceptions, there appears to be little reliance on federal, state or corporate donations for subsistence.

There is no singular title which identifies support service programs primarily serving Black, Hispanic and other students of AHANA descent on Jesuit college and university campuses. In fact, a wide range of titles are used. Among the most prevalent are the Office of Minority Affairs or the Office of Multicultural Affairs.

High on the list of priorities of support service programs at Jesuit institutions is a special focus on recruiting and retaining, especially, those AHANA students who are at an educational disadvantage and who require assistance at succeeding in college. It would appear that the major services provided by these support service programs are the following: tutorial assistance, personal and group counseling, academic advisement, performance monitoring and career and graduate school information. If there is an overriding objective of these

support programs it is to assist their students at feeling that they are an integral part of the campus community.

While it appears that no student on any Jesuit campus would be turned away if he or she requested assistance, it is also clear that the target groups for the services of support service programs on Jesuit campuses are AHANA students. In several instances, however, given federal and/or state mandated laws there is a requirement that, along with reaching out to AHANA students, the program respond to the needs of low income and educationally disadvantaged White students. In a similar vein, some programs are mandated to provide support services to international, veteran and disabled students.

As previously mentioned, the graduation rates for Black, Hispanic and other students of AHANA descent at Jesuit institutions appear to be comparable to the graduation rates for all students at the institution. What this suggests is that support service programs are, indeed, meeting the objectives of assisting the most vulnerable students to persist and to graduate from college.

Surprisingly, very few Jesuit institutions mandated that students identified as being at-risk, and who require assistance at succeeding at university, were required to avail themselves of the resources of the support service office. Rather, these students were invited and encouraged to use the services of the office when they thought it necessary to do so. The directors of several support programs pointed out that, nearly half of the students who were eligible to use their office's support services failed to do so. On a related note the directors were quick to point out that if all of the students' eligible to use their offices' services actually decided to do so, they could not

be accommodated, as budgetary constraints precluded the hiring of a sufficient number of staff.

The study also revealed that the structure of support service programs at Jesuit colleges and universities were traditional. Traditional in the sense that the program was composed of a director, assistant director, secretary and professional advisors or counselors. Students, both undergraduate and graduate were for the most part employed on a part-time basis. Those who generally determined how the program's budget was to be expended were the director and his immediate supervisor who was usually a person at the Vice Presidents level. Generally, the overwhelming majority of program directors reported to a Vice President for Student Affairs, or an equivalent, while a few reported to the academic Vice President.

Primarily funded by the institutions themselves, the average budget for support service programs at Jesuit institutions is in the area of 180,500. While these programs have, on average, case loads of 200 or more students, it would appear that the lion's share of the program's budget is consumed by staff salaries. The remainder of the budget is used to carry out program objectives, to buy or rent equipment, to conduct special seminars, workshops and other special events. In the main, professional staff in these support programs hold master's degree. However, since information was not requested on staff salaries, it is not possible to provide insight into the kind of salary that a master's degree might command.

The study revealed that support service programs at Jesuit institutions, to a large extent, offer academic skills building courses on a non-credited basis during the academic year. And while the target

group for these skills building courses are AHANA students, who are at-risk educationally, non-AHANA students are occasionally allowed to enroll providing they have obtained prior permission from a dean and the program director. In addition to a full spectrum of support services such as tutorials, academic advisement, personal and career counseling, etc., the programs offer special seminars and workshops such as leadership development, how to succeed in college and how to prepare for graduate and professional schools. While the services of these support service programs are targeted for undergraduates, with a special focus on freshman, graduate students at many of these institutions are welcome to utilize the program's services.

While a good number of respondents indicated that their programs were systematically evaluated for effectiveness, the data revealed that the principal means of evaluation were student surveys which were not usually administered by an outside educational evaluator. Related to program evaluation is the dearth of information provided regarding the extent to which Black and Hispanic students are succeeding at Jesuit institutions. On this score, very few of the respondents supplied data pertaining to the retention and graduation rates of their students.

The data tended to indicate a feeling among program directors, on several campuses, that the campus leadership had not made a serious commitment towards students of color or to their programs. According to the directors, this lack of commitment was manifested in a variety of ways. Among them are: the virtual absence of Black students, particularly Black males; a lack of sensitivity by the overall university community to the diverse cultures represented on campus; and a lack of funding necessary to hire the numbers of staff needed to

respond to the needs of program participants. Notwithstanding the lack of money to hire adequate staff, the directors were also quite concerned over the lack of commitment by some AHANA students to fully utilize the services of their offices. In connection with the foregoing, the study found that some AHANA students believed that it was an admission of intellectual inferiority to seek assistance from offices providing support services.

Several program directors pointed out that a few faculty members on their campuses held attitudes that support service programs for AHANA students were unnecessary, discriminatory and handicapping. Along similar lines some directors felt that, in many instances, faculty did not recognize the importance of having diverse cultures and viewpoints represented on campus.

Lastly, the study revealed, that some high school guidance counselors were hesitant to recommend students to Jesuit institutions for fear of the cost or the debt that students might incur, on graduation, as a result of attending an expensive private institution. In addition, the directors expressed concern that either the guidance counselors knew very little, if anything, about their offices, or, if they knew, believed that support service programs were for slow learners, rather than as a means of helping even the brightest students to become better students.

Conclusions

Based on data received from twenty-six of the twenty-eight Jesuit colleges and universities it would appear that the overwhelming majority, 18 (64.2 percent), of these institutions, do indeed, have some

form of support service for African-American, Hispanic and other students of AHANA descent. Contrary to the hypotheses advanced at the outset of the study, the majority of these programs were not launched during the 1960's and, due to a lack of funding, fell to their demise in the 1970's. Rather, the lion's share of support service programs at Jesuit colleges and universities came into existence during the 1970's and 1980's.

While a sizeable number of program directors express concern over their college or university's commitment to the future of their program, as there is a perennial concern over the lack of funds to hire necessary staff or to purchase the resources necessary to properly serve program participants, the importance of these programs appear to be well understood by policy makers at those institutions that have support service programs. The clearest manifestation that the programs are important is bourne out in the fact that the primary source of funding, in most instances, is not the federal or state government or corporations or foundations, but the university themselves.

Notwithstanding budgetary, and other constraints, it appears, albeit on extremely limited data, that Black, Hispanic and other students of AHANA descent are not only succeeding at Jesuit institutions but are graduating within a time period, five years, and at a rate comparable to all other students at the institution. The fact that the graduation rates for Black and Hispanic students at Jesuit institutions, at 71.7 and 72.2% respectively, far surpasses the overall graduation rate for all students in higher education, estimated at 10-40%, is a testament to the effectiveness of support service programs.

What is extremely surprising about the aforementioned retention and graduation rates for Black and Hispanic students is the fact that very few Jesuit institutions have established that it is mandatory that students avail themselves of the services on a regular basis. Hence, their exists a situation where fifty percent of the students eligible to use the programs' services actually do so, while the other half use the services sporadically, e.g. a request for a tutor before a mid-term or final exam or when a crisis situation erupts.

Along similar lines, it was surprising to find that while a few support programs held orientation programs for entering freshman at the beginning of the academic year, for purposes of acquainting them with a wide variety of campus resources, very few offered comprehensive summer enrichment programs. This, despite the fact that summer programs have been identified in the literature as being extremely effective in retaining at-risk students who require assistance at negotiating college.

Another conclusion drawn from the data is that while support service programs at Jesuit colleges and universities appear to do a good job at retaining and graduating AHANA students, very few programs have developed a systematic way of assessing their program's effectiveness. Rather, there is an almost total reliance on student and staff to provide feedback, via questionnaires, regarding program effectiveness. While there is nothing wrong with this method, perhaps the programs would be further served by surveying others at the institution and also, by calling upon the skills of an objective outside evaluator.

Regarding assessment, another conclusion drawn from the data is that support service programs at Jesuit institutions, for the most part,

do not have a common way of keeping track of the persistence and graduation rates of AHANA students at their institutions. Moreover, there does not appear to be any agreed upon definition among institutions of the terms retention and graduation. Indeed, there are as many definitions of these terms as there are Jesuit institutions.

Still another conclusion drawn from the data is that while top level policy makers at the various Jesuit institutions seem to recognize the importance of support service programs for AHANA students, particularly in light of projections that the nation will be one-third AHANA as it enters the next millennium, hence the need for an educated work force, that vision is not shared by far too many faculty who do not recognize the importance of support service programs. In fact, according to several program directors, far too many faculty members know little or nothing about their program and, if they know, view it as "unnecessary, handicapping or segregating". If the negative attitudes of faculty are not enough, some program directors are deeply troubled by the fact that some AHANA students on their campuses have not made a commitment to utilize the resources of their offices. Rather, as has already been pointed out, in far too many instances students view support service programs as a place where slow learners go for assistance rather than as places where an average student can go to become a good student and where a good student can be transformed into an excellent student.

Recommendations for Practice

Based on the findings of the study, and having drawn several conclusions, the researcher now offers the following fourteen

recommendations which he believes may be of some use to those Jesuit institutions that have support service programs.

Recommendation #1. Reaffirmation of commitment to access, equality of opportunity and cultural diversity. The president and other top level officials at Jesuit institutions need to reassert, from time to time, that access and equality of educational opportunity are at the top of the university's list of priorities. And that the existence of an office geared to providing AHANA students with the support services necessary to negotiate the institution is a commitment to equality of opportunity as well as to preparing a multicultural work force for the twenty-first century.

Recommendation #2. Assuring that support service programs have the necessary funding to do the job they are being asked to. Unarguably, Jesuit institutions, for the most part, have been deeply committed to ensuring that AHANA students are afforded an opportunity to attend and to succeed at the institution. A testament to that commitment is bourne out in the fact the universities themselves have, out of their own budgets, provided the lion's share of the funding for their support service programs. The university's commitment notwithstanding, program directors at a host of Jesuit institutions express concern over the lack of funds needed to hire staff and to acquire other resources necessary to properly carry out their duties. It is therefore recommended that the universities either provide additional funding, out of their own resources, or that they turn to other sources for supplementary funding, e.g. the federal government, corporations, foundations, etc.

Recommendation #3. Sensitize faculty. Since researchers have pointed out, time and again, that the single most important factor in the retention of students in higher education is the relationship that students engender with faculty members, it is critically important that faculty are sensitized to issues of diversity, cultural pluralism and the special kinds of concerns, problems and issues that AHANA students face in attending predominantly White institutions. Further, it is important that faculty members are told that, as is the case with all other students, high standards and expectations must be set for AHANA students.

Recommendation #4. Increase the presence of AHANA faculty, staff and administrators. Access and opportunity should not only apply to affording opportunities to AHANA students to attend Jesuit institutions, but should also apply to increasing the presence of persons of color on the faculty, on the staff and, indeed, at the highest levels of the university. Researchers have repeatedly offered the view that there is a high correlation between student satisfaction with the university and the presence of persons of color on the staff of predominantly White colleges and universities.

Recommendation #5. Establish the Office of Dean or Vice President for AHANA Affairs or the equivalent. Based on the data supplied, it would appear that the highest rank for the leadership of support service programs at Jesuit institutions is director. There are no deans or vice presidents. The latter are senior level positions which usually carry some responsibility for policy formulation at the institution. Having said this, this researcher submits that the creation of the Office of the Dean, or preferably Vice President for AHANA Affairs, on

campuses where there are reasonable numbers of AHANA students or Director, where the numbers are fewer, would go far in improving the quality of life for AHANA and non-AHANA alike on Jesuit campuses. The creation of these positions would ensure that a AHANA voice is present when senior level officials are discussing issues related to AHANA students.

Recommendation #6. Need to communicate to AHANA students the availability of help. One of the premier concerns voiced by program directors at several Jesuit institutions is that the services of their office are vastly underutilized. In light of this concern, it is recommended that programs try in a variety of ways to communicate to AHANA students the availability of support services. One means might be through a office newsletter which highlight the services of the office each time it goes out. Similarly, it might be through an advertisement taken out in the campus' newspaper or it might require more intrusive approaches such as attending parties and/or other events sponsored by AHANA organizations and making an appeal that students utilize the services.

Recommendation #7. Ensure that there is no stigma attached to the utilization of support services. The directors of several support service programs have submitted that one of the reasons that AHANA students do not utilize the service of their office had to do with a feeling that to do so is an admission of intellectual inferiority. These students believe that by availing themselves of support services they will forever be branded as dumb, as a slow learner, or someone incapable of negotiating the institution. To abate this kind of thinking among AHANA students will require the assistance of faculty,

staff, administrator and students, both current and former, who state over and over again that there is no shame in utilizing a resource that is geared to assisting students at becoming more effective learners.

Recommendation #8. Develop summer orientation programs for at-risk AHANA students. More and more, universities are beginning to recognize that one of the best ways of ensuring that AHANA students who are at-risk academically are prepared for the rigors of the academic year, is to require their participation in intensive summer orientation programs. Generally lasting six to eight weeks, the objective of summer orientation programs at most institutions are to impart skills in the area of math and English. Beyond a focus on the academics, summer programs also seek, to acquaint its students with a variety of campus resources. In the light of the success experienced by scores of colleges and universities across the country at equipping at-risk students with the skills necessary for success on their campuses, it is recommended that Jesuit institutions, that do not currently have summer orientation programs, give serious consideration to establishing them.

On a related note, it is further recommended that Jesuit colleges and universities give strong consideration to engendering closer relationships with elementary, middle and senior high schools. One by-product of the relationship might be the establishment of intensive summer programs aimed at helping a select group of Black and Hispanic students master the skills necessary to succeed in high school and to enroll in college.

As in the case of the program for at-risk prefreshmen alluded to above, the thrust of an orientation program for younger students might be on imparting skills of math, english and science. Equally important

would be a focus on imparting skills in test taking, note taking and proper study habits and techniques. The value of working with younger students in summer programs cannot be overstressed. More and more experts, on strategies aimed at recruiting Black and Hispanic students in higher education, are beginning to report that such programs enhance the possibility of first, enrolling Black and Hispanic students in colleges and universities, and secondly providing them with the skills they will need in order to survive once in college. In Chapter 6, the epilogue to the dissertation, there will be further discussion of the value of orientation programs.

Recommendation #9. Establish an academic year orientation program for all AHANA students. In addition to a summer orientation program for at-risk students, it is recommended that Jesuit colleges and universities ensure that all AHANA students are provided with an orientation at the beginning of the academic year. Such an orientation program would ensure that said students are aware of the resources available through the support service office, and the resources of the campus as a whole. More importantly, the orientation would provide an opportunity to discuss with these students what they may expect to encounter as persons of color on a predominantly White campus.

Recommendation #10. Establish that participation in the summer orientation and the academic year support program is mandatory for at-risk AHANA freshman. If Jesuit colleges and universities are to succeed at working with students who are in need of support services, it may be necessary to establish that as a condition of acceptance into the university, select students must participate in an intensive summer orientation program. Moreover, a commitment should be exacted from this

select group that they will utilize the resources of the support service office during the freshman year and until such time that the program no longer thinks it necessary for him or her to do so.

Recommendation #11. Compile systematic databases on student experience. The study revealed that the lion's share of Jesuit institutions keep very little information on the experiences of AHANA students at their institutions. It is therefore recommended that support service programs at Jesuit institutions take the lead in ensuring that data files are established and maintained. To do so, according to Clewell and Ficklen (1986), virtually ensures the accurate identification of needs; allows the monitoring of program effectiveness as well as student progress; provides an early warning system for problems; and makes possible the implementation of important features of most programs, such as follow-up and evaluation.[114]

Recommendation #12. Develop standard definition for the terms retention and graduation. One of the more poignant findings of the study is that there is no uniform definition of the terms retention and graduation. In order to better track the progress of AHANA and non-AHANA students, and to make informed policy decisions regarding students educational experiences, it is recommended that Jesuit institutions develop standard definitions for the terms retention and graduation.

Recommendation #13. Need to assess the quality of life for AHANA students on campus. It is recommended that, occasionally, presidents of Jesuit institutions initiate campus-wide self-assessments to determine if the campus environment is one that is both nurturing and hospitable towards AHANA students. If it is determined that such is not the case,

the presidents should provide the leadership in effecting the necessary changes.

Recommendation #14. Need to evaluate program effectiveness. In the light of the study's finding which suggests that the majority of Jesuit colleges and universities have not developed a systematic way of monitoring their effectiveness, it is recommended that Jesuit institutions periodically hire consultants or evaluators, to assist in assessing the program's effectiveness.

Recommendations for Further Research

In connection with the aforementioned, a logical next step for Jesuit institutions might be to have an outside educational researcher conduct a comprehensive formative or summative evaluation and/or to simply provide feedback regarding the extent to which the program is accomplishing its stated goals. In a similar vein a study aimed at determining the attitudes of especially Black and Hispanic students, both those who have been identified as being at-risk and those who were not, toward support service programs on their campuses would be of enormous value to all of Jesuit higher education.

Of tremendous value to Jesuit higher education would be studies aimed at comparing the cumulative averages of Black and Hispanic students who frequently utilize the resources of the support service office versus those who do not. Perhaps, an even more informative study might be a comparison of the cumulative averages of Black and Hispanic students who have been identified as being at-risk, but who frequently use the resources of the support service office, versus those Black and

Hispanic students who were accepted through regular admissions channels, but who do not use support services with any kind of regularity.

Since some support service programs are mandated to respond to the needs of White students, international students, disabled students, veterans, etc., there might be a great deal of value in studying the experiences of these students for purposes of determining whether or not support programs are responding to their needs.

Beyond gaining insight into student attitudes and performance, a study aimed at determining faculty attitudes toward support service programs serving Black, Hispanic and other students of AHANA descent would, most assuredly, be beneficial. Such a study or studies could be conducted on individual campuses or across all twenty-eight institutions.

While most support service programs at Jesuit institutions are geared to serving undergraduate students, a great deal would undoubtedly be learned from other AHANA groups on campus. Therefore, it is recommended that AHANA graduate students, particularly Black and Hispanic, as well as AHANA staff and administrators be surveyed from time to time for purposes of determining if the university environment is hospitable, caring and nurturing.

Another group whose experiences should be studied are AHANA alumni of Jesuit institutions. Here again, feedback from especially Black and Hispanic alumni would be particularly useful. From the researcher's vantage point, if an alumni's experience at the university was a positive one, he or she would be inclined to encourage prospective AHANA students to attend the institution. Conversely, if the experience was negative the opposite would hold true. Unquestionably, the sharing of

experiences by Alumni, then, would be of enormous benefit to Jesuit institutions concerned about creating a more harmonious campus environment.

Finally, since there is widespread concern among project directors at Jesuit institutions over the lack of funding to carry out program objectives, it is recommended that the institutions research possible supplementary sources of finding. Perhaps the federal or state government should be looked at as sources as well as corporations and foundations.

CHAPTER 6

EPILOGUE: DONALD BROWN RETENTION MODEL: ELEMENTS AT THE CORE OF PROGRAMS AIMED AT RECRUITING AND RETAINING BLACK AND HISPANIC STUDENTS AT PREDOMINANTLY WHITE COLLEGES AND UNIVERSITIES

The focus of this study has been on describing the nature of support services available to Black and Hispanic students attending the nation's twenty-eight Jesuit colleges and universities. A major finding of the study was that eighteen of the twenty-eight respondents to the study do have programs on their campuses. On the other hand, eight Jesuit institutions do not. Like these eight who do not have programs, the researcher surmises that there are scores of predominantly White institutions across the nation who may be serious in their desire to recruit and retain especially Black and Hispanic students, but really do not have a clear sense of how to go about it. Having said this, the objective of the Brown Retention Model will be to discuss a number of issues as well as enumerate a number of elements that predominantly White institutions may want to consider as they contemplate developing strategies aimed at recruiting and retaining Black and Hispanic students.

The basis of the Brown Retention Model is the Office of AHANA Student Programs at Boston College which was recognized by the Educational Testing Service (1986) and the Noel Levitz National Center for Student Retention (1989) as a model retention program. The writer has overseen the Office of AHANA Student Programs at Boston College for the past twelve years.

In addition to his work at Boston College the writer has worked for more than sixteen years in the higher education arena. The focus of his work has been on the retention of AHANA students.

Having provided the aformentioned, the first section of the Brown Retention Model will be a discussion of issues that should be given the utmost attention when an institution ponders recruiting Black and Hispanic students and the second section enumerates elements that are essential for programs that seek to retain Black and Hispanic students.

Clear Sense of Mission and Commitment at Highest Levels of the University

In this writers judgement, if any institution is to be successful at retaining Black, Hispanic, or for that matter, any student it must have a clear sense of its mission. It must honestly ask itself if it has the capacity to meet the educational and other needs of the student(s) it is considering recruiting. If the answer is no, the matter is quite simple, the institution should not attempt to recruit the student(s).

On the other hand, if it believes that it can work with a student and agrees to accept him/her there should be a resolve that it will do whatever is necessary to ensure that the student is provided with the quality of instruction, the assistance, nurturance and support required to negotiate, if not thrive, at the university.

The preceding speaks to a commitment emanating from the highest levels of the university. Indeed, if a college or university is serious in its desire to recruit and retain Black students, Boards of Trustees must say to Presidents and Presidents must say to Vice Presidents, Deans

and Department heads, etc., that the institution is fully committed to creating a climate where all of its students regardless of race, color or creed can flourish academically. Furthermore, Boards of Trustees via their chief executive officer, the President, must communicate to the campus community that the task of retaining Black and Hispanic students shall not be the responsibility of any one office, but rather shall be everyone's responsibility; even if responsibility means nothing more than creating a hospitable environment where Black, Hispanic and other students of color feel welcome. Commitment requires that Boards of Trustees, Presidents, Deans, Department Heads and faculty all share in conveying to the university community that racism has no place in the community; and that the kind of community being sought is one that respects diversity and where mutual respect and responsibility are the principles that govern how one conducts him or herself. Commitment at the highest levels of the university means that the institution (after carefully examining the special needs, backgrounds, cultures, and experiences of Black and Hispanic students) will set in place programs that respond not only to the academic but psychological, social and cultural needs of students of color.

Finally, commitment at the top means that the university recognizes the important role that Black and Hispanic faculty, staff and administrators play in the lives of Black and Hispanic students and will therefore seek to hire members of these groups not only in faculty positions but in administrative positions at the highest levels of the institution. These, then, are variables that should be considered by predominantly White colleges and universities when contemplating increasing the presence of students of color in their ranks.

Honesty in Recruitment

Once the institution has realistically assessed its capacity to respond to the needs of the Black and Hispanic students whom it is desirous of enrolling, the next step in the process is recruitment. Edward Anderson (1978) stresses that a carefully thought out recruitment plan is the first step in the retention process. He emphasizes, and I am inclined to agree, that recruiters should be honest in pointing out to guidance counselors, teachers, parents and students the type of student(s) the institution is best suited to serve. Further, to offset any misunderstanding that might come about later on in the admissions process, or after the student has been admitted, Anderson stresses that the university has a moral obligation to be as candid as possible in telling students about the likelihood of being admitted, of obtaining financial aid, of finding housing, and perhaps most important, being victimized by racism. In addition to the preceding, the recruiter should feel obliged to point out the size of classes; who will be teaching them (professors or teaching assistants), and what students can expect to learn. Lastly, the recruiter should be prepared to point out how a degree in a particular major is perceived by graduate and professional schools and/or prospective employers.

Admissions

In this era of burning concern over the dearth of Black and Hispanic students entering higher education, colleges and universities are virtually in a war over enrolling the "brightest" Black and Hispanic students. Little, if any, thought is being given by these institutions

to affording marginal students an opportunity to attend the institution. By marginal, this writer is referring to those students who may only have a C average in the core courses of English, math and science, and who may have performed poorly on such standardized measures as the SAT or ACT; but have demonstrated in any number of ways, that they have the levels of motivation and potential necessary to succeed, if afforded the opportunity to attend college. To an extent this writer understands the reluctance by some schools to admit the marginal student (particularly in light of research by Nettles, Gossman, Thoeny et al., 1986) which suggests that high school grades, SAT and ACT scores and the kinds of curriculum in which a student is enrolled in high school are the best predictors of success in college. However, Sedlacek and Webster (1974) offer a differing perspective on measures they believe are better determinants of Black and Hispanic student success in college. They describe them as non-cognitive factors and they are as follows:

a. positive self concept
b. realistic self appraisal
c. understanding and ability to deal with racism
d. preference for long-term goals
e. availability of a strong support person
f. leadership experience
g. demonstrated community service.

Based on this writer's twenty years of experience at working with at risk Black and Hispanic students, I believe that Sedlacek and Webster are on target. I would therefore urge predominantly White colleges and

universities to employ this model rather than exclude from their ranks marginal students who, if afforded the opportunity and provided the necessary assistance, could no doubt graduate from even the most prestigious institutions in the land.

Mandatory Participation in Pre-Freshman Orientation Program

From this writer's purview, one of the essential components of an effective retention plan is a summer orientation program for those students who have been identified by the admissions office as being at risk. I have several thoughts regarding features that should be at the core of such programs. One of these features is a statement to the student that in the light of deficiencies that he or she possesses, participation in the program is mandatory. Secondly, I believe that if the program is to be successful in addressing these deficiencies, and if courses to be taught are to be offered on a credited basis, the program should be no less than six weeks in length.

Further, I believe that at the outset of the program, a contractual agreement needs to be entered into between students and the program clearly outlining what the program expects from the student and conversely what the student can expect from the program. I believe that not only should expectations be delineated for the summer program but for the academic year as well. A critical aspect of the contractual agreement should be a commitment by the student that he or she will exact as much from the summer program and academic year as possible.

More important than contractual agreements are the objective of a summer program for high risk Black and Hispanic Students. I believe that such a program should, at the very least, do the following:

- Diagnose students academic levels of abilities and tailor academic offerings geared to meeting their needs.
- Provide programs of instruction in math and English. If on a diagnostic test a student demonstrates a capacity to handle a credited course in math, English, science, he/she should be allowed to do so.
- Provide students with a program of instruction in the use of computers. Introduce students to a variety of academic and administrative resources of the campus, e.g. libraries, laboratories, computer centers and dean offices.
- Provide academic advisement regarding course selection and requirements in majors.
- Offer classes, workshops and seminars regarding the realities involved in attending college.
- Structure workshops and classes, aimed at assisting students with note taking, test taking, study habits, time management, decision making and budgeting skills.
- Utilizing the campus' career center to help students determine aptitude for vocations. (Most career centers now have the Discover series.)
- Provide recreational outlets so that students might relax and establish relationships with each other.

Academic Year Experience: The Importance of Academic Support Services

If a summer orientation program is important to preparing high risk Black and Hispanic students for the rigors of the academic year, then an academic year program is important to the survival of all students of color. In this writer's opinion, to discuss the issues of recruitment and retention of Black and Hispanic students in higher

education and not talk about the critical need for an effective academic support service office is folly. Folly because as Jacqueline Fleming (1984) and Donald Smith (1980) point out: alienation, isolation and loneliness are part and parcel of attending a predominantly White institution; and if these variables are not enough, at some point during the four year experience these Black and Hispanic students are apt to experience an act of discrimination or racism (Walter Allen, 1985). Fleming points out that all too frequently the by-product of succumbing to any one of these factors is inadequate academic performance.

I mention the foregoing only to point out that at some point in their academic careers Black and Hispanic students will need to turn to someone for help. Therefore, I would strongly urge those institutions that do not have academic support programs to establish one.

Kenneth Washington (1977) makes the important point that the success of academic support programs are not automatic, but require the following ingredients to be successful: 1) institutional commitment; 2) strong program leadership 3) support services; 4) financial aid, and 5) student commitment. I strongly concur with Washington and herewith offer what I believe to be the essential elements of an academic support service program.

1. Tutorials: Because even the brightest students will at times experience difficulty with a course, a tutorial program needs to be set in place to respond to the need of any student who might come into the office at any time for help.

2. Academic Advisement: The need shall exist insofar as students will need help in selecting appropriate courses in their major as well as courses compatible with interest and desires.

3. Personal Counseling: As has been mentioned, predominantly White colleges and universities can be lonely, alienating and isolating. In light of this Black and Hispanic students will need help in dealing with the environment. This writer believes that the best personnel to provide help are trained counselors and peer counselors. With respect to this last group, "peer counselors," I recommend that schools institute outreach systems wherein peer counselors are responsible for reaching out to fellow students, helping them where possible to resolve difficulties, but more importantly counseling them to avail themselves of the office's services. Further, I recommend the establishment of a Big Brother/ Big Sister program wherein upper class persons are responsible for assisting freshmen in their orientation to the university.

4. Performance Monitoring: This is essentially an early warning system that requires faculty to report to the office those students who are experiencing academic and personal difficulties. By knowing the problems that a student(s) is experiencing early on, the program can better assist him or her at passing courses that he/she might otherwise fail.

5. Career Counseling and Information Dissemination: I believe that it is vitally important that students see what's in store for them at the close of their four year experience. Therefore, I think that questions they may have about careers should be answered. Further, where it is possible, I think that job sites that interest them should be visited (Alumni can be helpful here). Moreover, these students should be provided with information regarding graduate and professional schools, internships, fellowships, scholar-ships, workstudy and summer opportunities, etc.

Financial Aid

Perhaps no support service is more important than financial aid. On this point, Frank Hale, Vice Provost for Minority Affairs at the Ohio State University makes the important observation that "... commitment without cash is counterfeit" (1983). By that Hale meant that it is unrealistic to expect that poor students (whose parents in many instances can earn less than ten thousand dollars a year) will take out

huge loans (loans have now replaced grants as the major portion of aid packages) to subsidize their education when they recognize that these loans will place an undue burden on the family. Rather than subject the family to a large loan burden many Black and Hispanic students simply decide not to go to college. Hale makes a point that colleges and universities may want to heed ... grants, scholarships and other forms of institutional support for far more effective in recruiting and retaining Black students. The message is clear. If colleges and universities want to increase the presence of Black and Hispanic students they will simply have to reach into their coffers to make resources available to students of color.

Faculty as An Important Component in the Retention Plan

The literature abounds with studies pertaining to the important role that faculty play in shaping the academic lives of students. Premier among these researchers are Pascaralla and Terenzini (1979) who believe that the relationships established between faculty and students outside of the classroom are critically important in a student's academic and social growth and development. If faculty-student interactions are important to all students, this writer believes that these relationships are doubly important for Black and Hispanic students. Doubly important given the all too frequent inhospitable and cold climate that exists on far too many predominantly White campuses and the tendency of Black students to turn to Black faculty for support. This writer's retention plan challenges especially White faculty members at predominantly White colleges and universities to enter into mentoring

relationships with Black and Hispanic students. These relationships would call on faculty to provide at least two services. First, in the case of the more talented student a faculty member would be asked to counsel, advise, and generally assist that student with an eye towards the student first, graduating; then going on to get a masters and doctorate degree and then, ideally come aboard the faculty at the institution.

Still another way that faculty could be supportive of Black and Hispanic students is to search for ways in which the contributions made by Black, Hispanic, and other persons of color might be integrated into curriculum. Noel and Levitz (1985) point out that one of the reasons that Black and Hispanic students drop out of college is a lack of interest in what is being taught. These students see the curriculum as being irrelevant to their background and experiences. This student of retention submits that if the experiences of people of color were factored into curriculums at predominantly White institutions Black and Hispanic students would be more inclined to stay.

Residential Life

Unquestionably, a tremendous amount of learning takes place outside of the classroom at any college or university. One place where students learn lessons, though sometimes bitter, are in dormitories. Among the lessons that any student must learn is how to live with other students whose background, cultures and experiences are different than their own. Having said this, one of the inevitable realities of life on predominantly White campuses are problems between White and Black roommates who on first meeting each other decide they cannot live

together. Inevitably, it becomes the responsibility of resident assistants to mediate these problems when they arise. From this writer's perspective, it is critically important that these assistants are sensitized, trained and generally equipped to respond as fairly as possible when these problems arise.

The Student Government as Part of the Retention Process

Yet another group of students who are essential to making students feel at home are the members of the student government. Indeed, student governments at many colleges and universities control sizeable budgets which are supposed to be spent on social and cultural programs for the entire student body. In light of this, this writer believes that student governments possess a tremendous amount of power to retain Black and Hispanic students. They can do so simply by programming activities and events that reflect the interest of Black and Hispanic students. This is consistent with Vincent Tinto's view (1975) that Black and Hispanic students are likely to persist at an institution if they feel they are a part of campus life.

A Grievance Procedure: A Vital Element in the Retention Process

This student of retention is of the view that one of the reasons that Black and Hispanic students grow frustrated and leave predominantly White colleges and universities is that on experiencing acts of discrimination, racism, and classism, there is no place on campus where one can register a complaint and feel that something will be done about it. I believe this problem could be more easily rectified with the

hiring of an ombudsperson or setting in place an office whose function would be to receive and act expeditiously on investigating student concerns.

Involvement in the Community Beyond Campus: Work with Elementary and Secondary Students

I am of the view that the isolation that Black and Hispanic students experience on predominantly White campuses could be partially overcome if opportunities were found to become involved in the larger community beyond the campus. This is especially true in those cases where the campuses are far removed from the community. Given the academic problems being experienced by large numbers of Black and Hispanic students at the elementary and secondary school levels, two critically important services that could be provided by Black and Hispanic college students are tutoring and mentoring of younger students.

The above relates to a revelation that is beginning to surface time and time again in studies of retention. Essentially, the revelation is that, given the magnitude of the dropout problem among Black and Hispanic students, the task of exciting youngsters about college should begin at the elementary and middle school grades. With this in mind this writer not only believes that it is therapeutic for Black and Hispanic college students to become involved in the lives of their younger brothers and sisters, but it would also amount to an act of good judgement on the part of colleges and universities concerned about who will be filling their seats in the future, to sponsor such efforts. Indeed, preparation should begin early on and there are a host

of models that colleges and universities may want to look at. I am partial to an effort at Boston College wherein Black and Hispanic students have adopted a fourth grade class at an inner city elementary school. Their objective in so doing is to serve as role models in the classroom, as they are present to help teachers as often as time permits. They bring these youth to the campus for a Saturday program wherein they hope to impart skills in math, English, science and computer literacy. Moreover, through group discussion they hope to instill positive values as well as excite these youth about learning.

Another model is the "Early Bird" Program at the Ohio State University. Here the focus is on Black and Hispanic eighth graders. During the academic year a select group of eighth graders are tutored, counseled and advised. During the summer they are brought onto the Ohio State campus for a month long enrichment program focusing on imparting skills in math, English and science. All of the above is given free of charge providing the student makes a commitment to persist through junior high and high school and then resolves to go on to college. In exchange for this commitment, the Ohio State University guarantees a full four year scholarship anywhere in the state of Ohio.

Work with Community College Students

If four year colleges and universities are concerned about the underrepresentation of Black and Hispanic students it would seem that they would be more cognizant that community college students represent a ready source to fill vacancies. Elias Blake (1987) former president of Clark College in Atlanta, Georgia points out the nearly fifty percent of all Black and Hispanic students enrolled in higher education attend two

year institutions. However, a number of barriers preclude many of these students from making the transition from two to four year institutions. Among these are a lack of information regarding the kinds of courses that may be transferred from community to four year institutions, inadequate academic preparation and sparse information regarding the availability of grants, scholarships, loans and other forms of financial assistance. Again, in light of a dearth in the presence of Blacks and Hispanics at the four year level, coupled with the fact that a mere one out of seven students desirous of transferring from two to four year institutions actually do so, self interest dictates that four year institutions provide the leadership in eradicating the barrier that preclude students of color from transitioning into four year institutions.

Religion as a Critical Element in the Retention of Black Students in Higher Education

This writer's retention plan would be sorely lacking if it did not include one of the variables he believes is critically important in the retention of many Black students: religion. I am convinced beyond doubt that when the full story of retention is told religion will be seen as an anchor that steadies multitudes of Black students who contemplate dropping out of school when the frustrations and the feelings of isolation and alienation become unbearable.

Marvalene Styles Hughes (1985) highlighted the important role that religion plays in the lives of Black students attending predominantly Black and predominantly White colleges and universities. On asking Black students at both types of institutions an open-ended question

aimed at determining what contributed to their success in college, an equal number of students cited their faith in God as being critically important. Among sample statements form students indicating that religious beliefs contributed to their persistence, retention and success were the following:

- When everything comes tumbling down or closing in on me, I remember to have faith in God to pull me through.
- I pray a lot and encourage my family to pray for me.
- I attribute much of my resilience to God and agape Christian fellowship for encouragement.

Alumni as Important Agents in the Retention Process

Another valuable resource in the recruitment and retention of Black and Hispanic students are alumni. By their presence alone, they offer a statement that if one persists through four years of college there awaits a world filled with opportunity. Boston College provides an example of an institution where alumni play an important role in the lives of undergraduates. First, an alumni group consisting of alumni of color has been formed largely out of a concern that the climate of life has not been conducive to Black and Hispanic students' academic and social growth and development. In addition to meeting on a consistent and regular basis these alumni have begun a program, "The Advocates Program", that pairs an alumnus with an undergraduate. The overriding objective of this program, essentially a mentoring program, is to assist undergraduate students at finding their way through the university.

Evaluation: Imperative to the Survival of Retention Programs

From this writer's purview if an institution is to be effective in meeting the needs of its students, there is need to occasionally assess what works and what does not work. Quite simply there is a need for an institutional self study. Similarly, if a retention effort is to succeed there is need for a program evaluation periodically to determine the programs' strength and weaknesses. The wise program director on pinpointing his weaknesses, will move swiftly to correct them.

Conclusion

Unquestionably, the underrepresentation of Black and Hispanic students in higher education is a matter of grave concern. So grave that, unless addressed in a substantive way, it will have profound implications for the future well being of this nation. One of the nation's foremost demographers, Harold Hodgkinson (1985) instructs that as the year of 2000 approaches, the nation will witness dramatic increases in its Black and Hispanic population. This will be occurring at a time that there will be a decline in birth rates among Whites. To provide a sense of actual numbers, Hodgkinson points out that today we are a nation of 14.6 million Hispanic and 26.5 million Black persons. But by the year of 2020, given differential fertility rates and immigration, we will be a nation of 47 million Hispanic and 44 million Blacks.

From where this writer sits, Hodgkinson's projections, and those by other demographers, must be heeded by policymakers in virtually every sector of society. Indeed leaders in the corporate, governmental and

educational arenas must recognize that if an aging White population are to reap social security, retirement and other benefits that come along with growing old, enlightened self interest dictates that it is imperative that our nation's youth are provided with the quality of education necessary to equip them with the knowledge, skill and ability that lends to finding meaningful employment and, perhaps equally important; keeping the social security system alive and well.

There can be no question that one of the central forces in assuring that Black and Hispanic students are prepared to assume positions of leadership and responsibility in the marketplace during the next century, are institutions of higher education. It is hoped that this model will assist institutions of higher education in their endeavor to recruit, retain and graduate especially Black and Hispanic students.

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

NOTE: Since some institutions may have more than one support service program for African-American and Hispanic students, I ask that a questionnaire be completed on each program.

PLEASE CHECK APPROPRIATE SPACE(S)

PLEASE ENTER NAME OF THE INSTITUTION: _____

_____

NAME OF DIRECTOR: _____

1. Does the college or university currently have a support service program for African-American, Hispanic, Asian, or Native American (AHANA) students?

   _____ Yes _____ No

2. If your response to question #1 is no, has your college or university ever had a program for AHANA students? When and why was the program terminated? (State briefly)

   _____

   _____

   _____

3. Please check the groups of students primarily served by the college or university's support service program:

_____ African-American

_____ Hispanic

_____ Asian

_____ Native American

_____ Other (please specify)

_____

4. Please provide enrollment figures for the following undergraduates:

_____ All students

_____ African-American students

_____ Hispanic students

5. If the institution has a support service program, what is the official name of the program:

_____

_____

6. During what school year was the support service program officially established?

_____

7. What are the major objectives of the support service program (state briefly or attach printed material stating such):

_____

_____

_____

_____

_____

_____

8. What percentage of the overall African-American and Hispanic undergraduate population actually use the services of the office?

_____% African-American _____% Hispanic

9. Describe the formation and historical development of the support service program, listing pertinent information such as budgets, groups involved in formation of the program, etc. (if you desire, please attach printed material you deem relevant).

_____

_____

_____

10. What is the current budget range of your academic support program?

____ 999 or less

____ 1,000 - 14,999

____ 15,000 - 24,999

____ 25,000 - 49,999

____ 50,000 - 100,000

____ Other (please indicate approximate amount)

_____

11. What percentage of the budget is directly allocated for programs, activities and services <u>not</u> including salaries?

_____

12. Will the budget range of the support service program change during the 88-89 academic year?

____ No (remain about the same)

____ Yes (there will be an approximate ____ percent increase over last years budget)

____ Yes (there will an approximate ____ percent decrease of last years budget)

____ Other (explain briefly)

_____

_____

_____

13. How much of the program's funding came from the services listed below? (Please indicate the amount for each source.)

____ The College or University Itself

____ The Federal Government (through grants, etc.). Please identify program(s). _____

____ The State Government (through grants, etc.) Please identify program(s). _____

____ Private Foundations or Corporations. Please identify program(s). _____

____ Other. Please identify program(s). _____

14. What is the official title of the chief administrator of the support service program?

____ Vice President

____ Dean

____ Director

____ Coordinator

____ Other (state official position title)

_____

15. What is the ethnic background of the chief administrative officer in the program?

____ African-American

____ Hispanic

____ Asian

____ Native American

____ Caucasian

16. To whom does the director of the support service program report? (e.g., Vice President for Academic Affairs; Dean of College of Arts and Sciences; Dean of Academic Support Services)
Please state here:

_____

_____

_____

_____

(If you wish, please attach organizational chart.)

17. Give a general sketch of the internal organizational structure of the support service program.

_____

_____

_____

_____

18. What group, committee or organization of people at the institution governs or controls the support service program? (e.g., Determines budget allotments, criteria for employing staff, approval of services, course offerings, if any, etc.) (Be specific, but do not give personal names.)

_____

_____

_____

19. What types of services are directly provided by the support service program?

____ Tutorial

____ Personal Counseling

____ Academic Advisement

____ Career Advisement

____ Academic Tracking

____ Orientations (either academic year or summer)

____ Other (please specify)

_____

_____

_____

20. How many people are employed in the support service program?

_____

21. How many people comprise the professional staff of the program?

_____

22. How many people comprise the clerical staff of the program?

_____

23. How many staff members are employed on a full-time basis?

_____

24. How many staff members are employed on a part-time basis?

_____

25. How many staff members are students (undergraduates or graduates)?

_____

26. Approximately how many students are served by the program?

____ 1 - 49 ____ 150 - 199

____ 50 - 99 ____ 200 or more

____ 100 - 149 ____ Other (please specify) _____

27. Is participation in the program mandatory for certain students?

_____ Yes _____ No

____ Educationally Disadvantaged

____ Financially Disadvantaged

____ African-American

____ Hispanic

____ Asian

____ Native American

____ Students for whom English is the second language

____ Others (Please specify)

28. Are counselors required to have a college degree?

____ Yes ____ No

If so, what degree is required?

____ Bachelors ____ Masters

____ Doctorate ____ Other (please specify) _____

29. Does the program provide an orientation program for incoming students at the start of the academic year?

____ Yes ____ No

30. If response to preceding question was yes, for what group(s) of students is orientation provided?

____ African-American ____ Native American

____ Hispanic ____ Caucasian

____ Asian ____ All of the Above

31. Does the program provide a summer orientation for a select group of students? ____ Yes ____ No

If yes, briefly describe the goal of the program.

_____

_____

_____

_____

32. Does the program offer academic skills building courses, seminars or workshops during the academic year?

____ Yes ____ No

If yes, in which academic areas:

____ English ____ Math ____ Reading ____ Other

33. Are the academic skills building courses, seminars or workshops offered for regular university academic credit?

____ Yes ____ No

If yes, how many credits:

_____

_____

34. Are certain groups of students required to take these academic skills building courses, seminars or workshops? (____ Educationally Disadvantaged, _____ Financially Disadvantaged, _____ Students whose native tongue is not English, _____ Other?) (please specify)

_____

_____

_____

35. Does the program offer any other courses, seminars or workshops?

_____ Yes _____ No

If yes, please list. _____

_____

36. Does the program work in collaboration with other academic department(s) in sponsoring academic skills building courses, seminars or workshops? If yes, Briefly explain

_____

_____

_____

37. If the program offers courses, seminars or workshops are they open to other students at the college or university?

____ Does not offer course

____ Yes (they are open)

____ No (they are not open)

38. For what class rank of students are the services of the office primarily designed?

____ Freshman

____ Upperclassmen

____ Graduate Students

____ Other (please explain)

_____

_____

39. How many members of the programs administrative staff hold graduate degrees (Masters, CAGS, Doctorate, etc.)?

_____

40. In your opinion, what are the most crucial <u>external</u> problems facing the academic support program? (please explain)

_____

_____

_____

41. In your opinion, what are the most crucial internal problems facing the academic support program? (please explain)

_____

_____

_____

42. From your vantage point, what views do faculty members have regarding the services provided by the program? (please explain)

_____

_____

_____

43. What, in your opinion, has been the single most effective means of informing and sensitizing faculty members to the history, culture and experiences of students served by your program? (please explain)

_____

_____

_____

44. Does the program have a means of assessing its effectiveness? (briefly explain)

_____

_____

45. From your vantage point, what appears to be the future direction of the support service program for African-American and Hispanic students on the campus? (please explain)

_____

_____

_____

The following questions, 45 to 48 pertain to the retention and graduation rates of students at your institution. For purpose of this study **retention** seeks to answer the following questions: Of those students who are enrolled at the beginning of the academic year, how many remain at the close of the year? The **graduation** rate refers to the percentage of students, in any given class, who earn their bachelors degree within five (5) years.

46. Please indicate, in percentages, the retention rate for the following students at your institution.

	All Students	African-American Students	Hispanic Students
End of Freshman Year	_____	_____	_____
End of Sophomore Year	_____	_____	_____
End of Junior Year	_____	_____	_____
End of Senior Year	_____	_____	_____

47. Please indicate, in percentages, the graduation rate (within a five year period) for the following students:

_____ All Students

_____ African-American Students

_____ Hispanic Students

48. Has the program been successful in graduating students for whom services have been targeted? (please explain)

_____

_____

_____

Please return the questionnaire to:

Donald Brown

Director

AHANA Student Programs

Boston College

72 College Road

Chestnut Hill, MA 02167

(617) 552-3358

APPENDIX B

CORRESPONDENCE TO JESUIT INSTITUTIONS

LETTER SENT TO PRESIDENTS, VICE PRESIDENTS
FOR ACADEMIC AND STUDENTS AFFAIRS IN THE PILOT STUDY

Dear :

Please allow me to take a moment to introduce or re-introduce myself. My name is Donald Brown and I serve as Director of the Office of AHANA Student Programs at Boston College. The term AHANA is an acronym for African-American, Hispanic, Asian and Native American. The mandate of my office is to provide an array of support services, e.g. tutorials, counseling, and academic advisement to especially those AHANA students who come to the university at an educational disadvantage. In addition to my duties at Boston College I wear two other hats. One is as chair of the Retention Committee for the Association of Jesuit Colleges and Universities - Conference on Minority Affairs and the other as a doctoral student whose dissertation topic is "A Study of the Status of Support Service Programs for Black and Hispanic Students in the Nations' 28 Jesuit Colleges and Universities".

Having provided you with the above mentioned, I come to the dual purposes of this letter. First, I wanted to inform you that I am about to begin on the study and, secondly, ask that you or someone on your staff return the attached questionnaire to me by no later than Friday, November 17, 1989. Because there may be more than one support service program for Black and Hispanic students on your campus, I ask your assistance at ensuring that a questionnaire is filled out for each program.

With respect to the design of questionnaire, it has been constructed in such a way that it will provide substantive and reliable information regarding the current status of support for Black and Hispanic students at the nations' 28 Jesuit colleges and universities.

Furthermore, the information obtained will provide Jesuit institutions, in general, with a clearer sense of what sister institutions are doing with respect to responding to the needs of Black and Hispanic students. Additionally, the information will be useful to perspective students and their parents as they endeavor to find that Jesuit institution that will be most responsive to their needs.

Your kind assistance in facilitating the completion of the questionnaire will be deeply appreciated.

Sincerely,

Donald Brown
Director
AHANA Student Programs
Boston College

LETTER SENT TO SUPPORT SERVICE
PROGRAM DIRECTORS IN THE PILOT STUDY

Dear :

The attached questionnaire has been designed to collect substantive and reliable information regarding the current status of academic support service programs for Black and Hispanic students at the nations' 28 Jesuit colleges and universities.

The information obtained will provide each of our presidents and other institutional policy makers with a clearer sense of what sister institutions are doing with respect to responding to the academic needs of Black and Hispanic students. Further, the information will be useful to perspective students who want to ascertain if a certain Jesuit institution is the right fit for him or her. Indeed, and perhaps more importantly, it will provide each one of us entrusted with the responsibility of delivering services to students in need of support, with information that will assist us in retaining our students.

Your kind assistance in completing and returning the questionnaire will be deeply appreciated.

Sincerely,

Donald Brown
Director
AHANA Student Programs
Boston College

LETTER SENT TO PRESIDENT/VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS WHO DID NOT PARTICIPATE IN THE PILOT STUDY

Dear :

Please allow me to take a moment to introduce myself. My name is Donald Brown and I serve as Director of the Office of AHANA Student Programs at Boston College. The term AHANA is an acronym for African-American, Hispanic, Asian and Native American. The mandate of my office is to provide an array of support services, e.g. tutorials, counseling, and academic advisement to especially those AHANA students who come to the university at an educational disadvantage. In addition to my duties at Boston College I wear two other hats. One is as chair of the Retention Committee for the Association of Jesuit Colleges and Universities - Conference on Minority Affairs and the other as a doctoral student whose dissertation topic is "A Study of the Status of Support Service Programs for Black and Hispanic Students in the Nations' 28 Jesuit Colleges and Universities".

Having provided you with the above mentioned, I come to the dual purposes of this letter. First, I wanted to inform you that I am about to begin on the study and, secondly, ask that the individual(s) entrusted with the responsibility of assisting students of color at your institution, complete and return the attached questionnaire by later than Monday, November 27, 1989. Because it is possible that some institutions will have more than one support service program for students of color, I ask your assistance by way of ensuring that a questionnaire is completed for each program.

There is a strong possibility that I know the director of the support service program(s) for students of color at your institution, having met at the annual meeting of the AJCU-Conference on Minority Affairs. In light of this, I shall be at ease in making direct contact, either by phone or by writing, to ask for assistance with the questionnaire.

I believe that this study will be of enormous benefit to Jesuit higher education. Consider the following: the study will provide substantive and reliable information about support services being provided to Black and Hispanic students attending Jesuit institutions. Secondly, it will introduce a model retention program that can be easily replicated at those Jesuit institutions that have been contemplating establishing a support service program. Finally, the data gathered will provide the basis for the development of a brochure that can be used by students,

parents, and guidance counselors who may want a better feel for the nature or support service provided by a particular Jesuit college or university.

In closing, I want to thank you in advance for your assistance in this endeavor.

Warm regards, I am

Sincerely,
Donald Brown
Director
AHANA Student Programs
Chair, Retention Committee

LETTER SENT TO DIRECTORS OF SUPPORT SERVICE PROGRAMS AT JESUIT INSTITUTIONS ASKING SUPPORT FOR THE MAIN STUDY

Dear :

Please allow me to take a moment to introduce or re-introduce myself. My name is Donald Brown and I serve as Director of the Office of AHANA Student Programs at Boston College. The term AHANA is an acronym for African-American, Hispanic, Asian and Native American. The mandate of my office is to provide an array of support services, e.g. tutorials, counseling, and academic advisement to especially those AHANA students who come to the university at an educational disadvantage. In addition to my duties at Boston College I wear two other hats. One is as chair of the Retention Committee for the Association of Jesuit Colleges and Universities - Conference on Minority Affairs and the other as a doctoral student whose dissertation topic is "A Study of the Status of Support Service Programs for Black and Hispanic Students in the Nations' 28 Jesuit Colleges and Universities".

Having provided you with the above mentioned, I come to the dual purposes of this letter. First, I wanted to inform you that I am about to begin on the study and, secondly, ask that the you complete and return the attached questionnaire to me by no later than Monday, November 27, 1989. Because there may be more than one support service program for Black and Hispanic students on your campus, I ask your assistance by way of ensuring that a questionnaire is completed for each program.

With respect to the design of the questionnaire, it has been constructed in such a way that it will provide substantive and reliable information regarding the current status of support services for Black and Hispanic students attending the nations' 28 Jesuit colleges and universities.

Furthermore, the information obtained will provide each of our presidents and other institutional policy makers with a clearer sense of what sister institutions are doing with respect to responding to the needs of Black and Hispanic students. Additionally, the information will be useful to perspective students and their parents as they endeavor to find that Jesuit institution that will be most responsive to their needs. Indeed, and perhaps more importantly, it will provide each one of us entrusted with the responsibility of delivering services to students in need of support, with information that will assist us in retaining our students.

Your kind assistance in completing and promptly returning the questionnaire will be deeply appreciated.

Sincerely,

Donald Brown
Director
AHANA Student Programs
Boston College

FIRST FOLLOW-UP LETTER TO SUPPORT SERVICE PROGRAM DIRECTORS THAT DID NOT COMPLETE THE QUESTIONNAIRE

Dear :

I sent a questionnaire to you several weeks ago requesting information on services provided to Black and Hispanic students on your campus. Thus far I have not received your completed copy of the questionnaire. Perhaps it's in the mail. If not, I would ask that you return it to me within a week as I would like to begin analyzing data shortly thereafter.

Please be assured that the results of this study will go far at improving the quality of life of Black and Hispanic, and indeed all, students being educated at the nations' 28 Jesuit colleges and universities.

Thank you for your assistance.

Sincerely,

Donald Brown
Director
AHANA Student Programs
Boston College

SECOND FOLLOW-UP LETTER TO
DIRECTORS WHO DID NOT RETURN QUESTIONNAIRE

Dear :

Despite repeated requests for your assistance regarding my study entitled "A Study of the Status of Support Service Programs for Black and Hispanic Students in the Nations' 28 Jesuit Colleges and Universities", you have not returned the questionnaire. Consequently, I can only assume that you have decided not to be part of the study. Be that as it may I ask that, in the interest of bringing closure to the survey dimension of this project, along with satisfying a burning desire to know something about the experience of the more than 15,000 Black and Hispanic students attending Jesuit institutions, you take a moment to answer the attached brief questionnaire.

Thank you in advance for taking the time to complete this questionnaire.

With every best wish, I am

Respectfully,

Donald Brown
Director
AHANA Student Programs
Boston College

Attachment

*AHANA is an acronym for African-American, Hispanic, Asian and Native American.

1. In a sentence or two, why did you decide not to participate in the study?

_____

_____

_____

2. What are the enrollment figures for the following groups of students at your institution?

All Students _____%

African-American Students _____%

Latino Students _____%

3. Does your office provide the following major services:

	Yes	No
Summer Orientation Program	_____	_____
Academic Advisement	_____	_____
Personal and Group Counseling	_____	_____
An Early Warning System	_____	_____

4. What are the graduation rates, within a five year period for the following group of students?

All Students _____%

African-American Students _____%

Latino Students _____%

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